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ABSTRACT

Intended for use by contest judges as well as by school publications' staff and advisers in evaluating their products, this booklet summarizes the fundamentals of journalism as they apply to student publications and outlines established practices and production techniques that are essential to a good publication. The booklet provides a 1,000 point scoring system for judging school newspapers, newsmagazines, and community newspaper pages. Specific areas covered in the scoring system include (1) newspaper content and news coverage, writing and editing, design and display, and special features; (2) newsmagazine format, content, writing and editing, graphic design, and creativity; and (3) community newspaper page content and news coverage, writing and editing, and design and display. (FL)

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Newspaper Fundamentals & Scorebook

ISBN 0-916984-07-6

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ED200964

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For School Newspapers, Newsmagazines
And Pages in Community Newspapers

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This Critique Prepared For . . .

Publication: _____

School: _____

City/State/Zip Code: _____

Type of School:

Senior High School (Grades 9-12 or 10-12):

☐ 2501 or more pupils ☐ 1301-1700 pupils
☐ 2101-2500 pupils ☐ 1001-1300 pupils
☐ 1701-2100 pupils ☐ 501-1000 pupils
☐ 500 or fewer pupils

☐ Junior-Senior High School

☐ Central School

☐ Independent School (Secondary):
☐ Boys' ☐ Girls' ☐ Co-Ed.

☐ Vocational, Trade and Technical School

☐ Junior/Community College

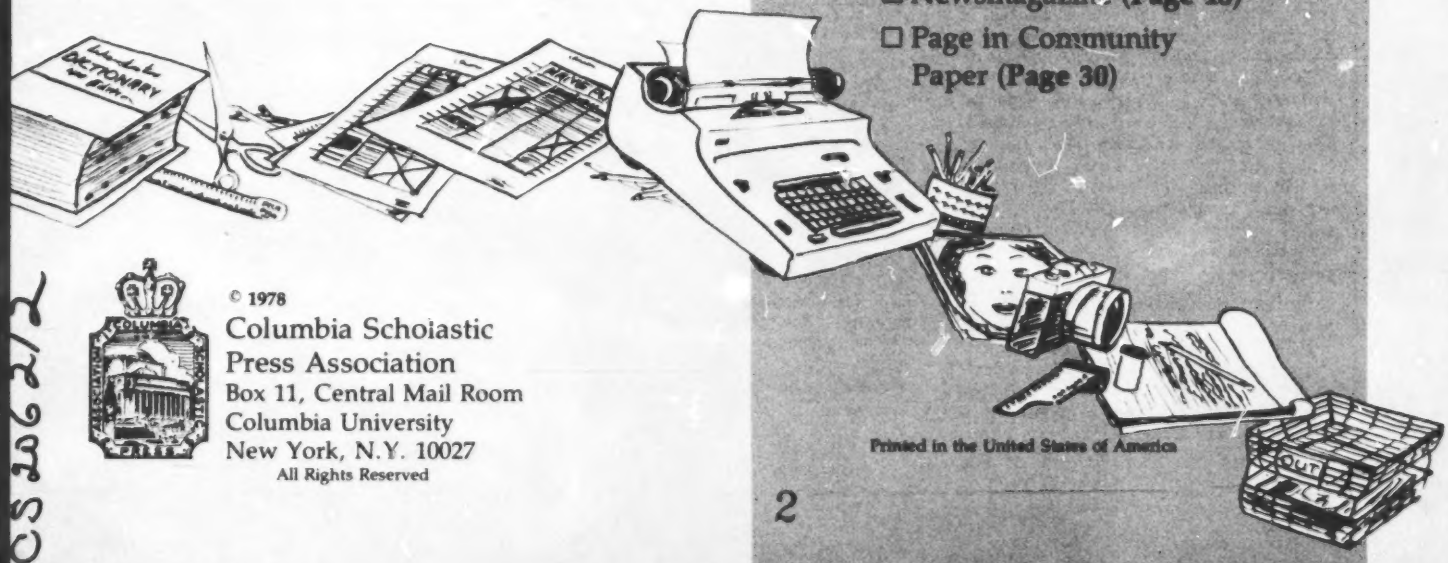
☐ College/University

☐ Specialized School

Annual Contest _____ Year _____

Type of Publication/Rating/Scoring:

☐ Newspaper (Page 6)
☐ Newsmagazine (Page 18)
☐ Page in Community Paper (Page 30)



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Basic Fundamentals

Writing and Content For School Publications

Scholastic journalism became 200 years old on June 11, 1977, when some of its most devoted practitioners gathered at the William Penn Charter School in the City of Philadelphia, to commemorate the bicentennial of *The Students Gazette*. This newspaper which Samuel Mickle Fox wrote by hand two centuries earlier was acclaimed by the school's officials and by representatives of The National Council of School Press and Advisers Associations as "the first known expression of student opinion in the English speaking world."

By virtue of its being published continuously until British soldiers closed the school in August of 1778, Fox's publication is considered the school press field's first newspaper which not only sheds some light on student expression during the American Revolution, but gives those working on today's student publications "their roots."

The initial issues of this tiny (four by six inch trim size) newspaper set the pace which editors and staff members — under the guidance of their adult sponsors — still pursue.

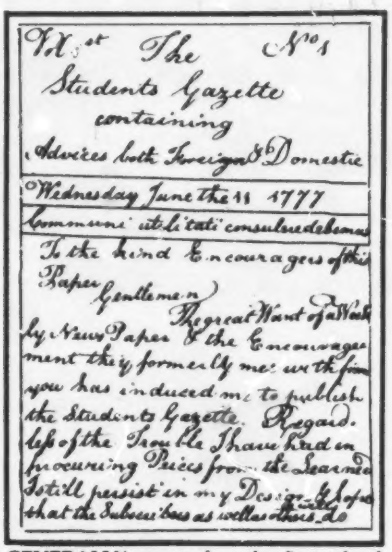
Formats Varied

Through the years students' publications have appeared in many sizes using various methods of printing and reproduction. These have ranged from the hand-penned piece of Fox to such quality-printed publications written and produced by secondary level schools of printing. The formats have been broadsheet, tabloid and letter-sized, magazine, mini-tabs, and single sheets. These publications have patterned themselves after the content, style and design of the professional press; they have appeared underground and overground. As have all publications school newspapers have experienced paper shortages during wars and inflated printing costs during peacetime. They have received criticism or near demise on the one hand and revelled in being extremely popular on the other. They have experienced growing pains. Through trial and error; they have set trends by entering competition and continuing to strive for excellence.

Student publications are manned by writers, photographers and editors who represent the most creative young people engaged in the student activities program of any school. They are advised by adults whose experience ranges from no formal training to journalism degrees and by accomplished professionals who love to work with young people.

Some publications are merely tolerated by some administrators, censored by others or are enthusiastically supported by a few who fully appreciate the effort extended by the staff, editors and sponsors.

Supported by a reading public which is primarily a peer group, school publications are expected by some to glorify an ego and by others to present in-depth articles of social concern. Some readers expect quality, accurate prose; others will settle for trite


Vol. I. The No. 1
Students Gazette
containing
Advices both Foreign & Domestic
Wednesday June the 11 1777
Communi' utili tati' consulendo bona
To the kind Encouragers of this
Paper Gentlemen
The great Want of a Weekly News Paper & the Encouragement they formerly met with from you has induced me to publish the Students Gazette. Regardless of the Trouble I have had in procuring Pieces from the Learned I still persist in my Design & hope that the Subscribers as well as others do

GENERALLY accepted as the first school newspaper, *The Students Gazette* set the pace for today's scholastic journalists.

name-filled contributions.

Many readers expect the school publication to present only that content which is complimentary — as seen through the proverbial "rose colored glasses;" others understand that the finished product is the best-effort laboratory project for and by students.

In some schools the publication is the epitome of the fairy tale "step-child." In other schools, the publication and its staff enjoy the local acceptance as the crème de la crème.

Through diversity school journalists find unity. Through their complex, continuous efforts they find satisfaction which few can experience. Whereas publications achieve personality which distinguishes one from another through content, design or approach, the basic application of sound journalistic principles generally prevails.

Most editors and staffs adhere to some criteria or style which is accepted as a common denominator from which the publication's personality emerges. Many staffs have accepted the guidelines provided by such organizations as the C.S.P.A. along with regional and state associations.

As a means of establishing some basis for evaluating its members' publications, C.S.P.A. produces *Newspaper Fundamentals*. It is primarily a scorebook and is not meant to contain all that there is to learn about the production, content, and design of a school publication. Countless textbooks are available to assist staffs and advisers with specific problems. The basic fundamentals used in this presentation are those offered by those who judge the annual competition and who advise top-ranked publications.

Audience Sophisticated

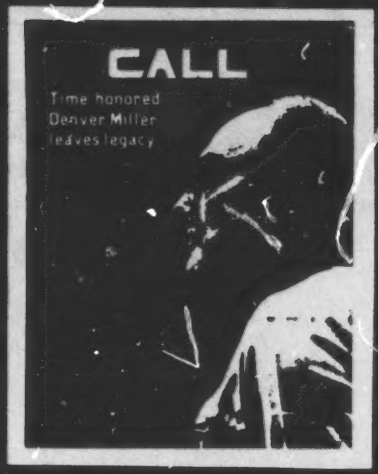
Today's publications combine the best of yesteryear with what is called the "new journalism." Less emphasis is placed on traditional news or routine coverage of the school's activity program. More emphasis is given to community-related topics of general concern written in articles which require additional research and interpretation.

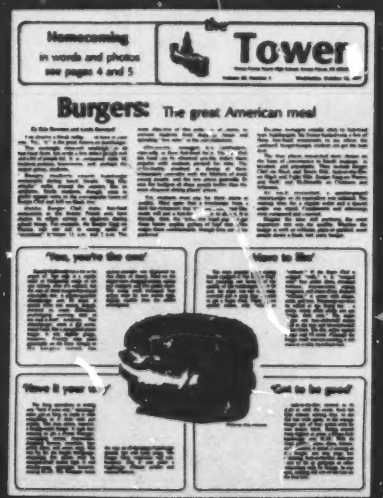
The newspaper published during the waning days of the 1970's must appeal to a more sophisticated audience than those of a generation ago. Consequently, student writers today are also concerned with how an article will *look* as they are with how it will *read*.

By no means are the sound journalistic principles (upon which the educational process for school publications exists) to be discarded in keeping up with the trends. The basics must still be taught, learned, and applied to the new directions which stories are taking.

The school newspaper as an educational project must maintain high standards. It should serve the academic community by stimulating student growth in the responsibilities of citizenship, encourage intelligent leadership, and reflect student opinion.

Contemporary newspapers coordinate graphics, photographs and illustrations with features, opinion, in-depth news and





'. . . today's publications combine the best of yesteryear and what is called the new journalism.'

sports articles. The up-to-date publication emphasizes briefs and news features rather than detailed overplay of routine news. Feature writing gives the publication character and personality presenting material which is significant, vital, alive, varied and interesting to a majority of readers. The "new journalism" reflects not only the creativity of the writer, but a broad scope of interest among the readers.

Single Topics Used

The editorial and opinion pages constitute the medium through which opinion can be expressed indicating clear, precise leadership for the school. Editorials should analyze problems, inform, influence, crusade and entertain.

Combining news, features, and editorials, today's publications strive for an in-depth approach. Single articles or entire editions can be devoted to a single topic.

Sports coverage must be timely, lively and complete. It should emphasize future events using newsworthy accounts of intramural, individual and interscholastic athletics with feature articles. Sports personality features are popular, columns can be used for interpretation and prediction, and good action photography or other illustrations add depth.

Combining creativity and variety in content, writing, design and printing is essential to this "new" journalistic concept.

Writing Remains Same

Generally, the approach to the writing of articles remains the same for the traditional newspaper, the newsmagazine and the school page in the community newspaper. It is in the design, format and creativity displayed where each has been categorized individually (at the beginning of the scoring sections in this scorebook).

Ready command of the English language and skill in using it are prime requisites in newspaper writing, as they are in all forms of communication. In newspaper writing the emphasis is on a clear, concise expression; simple and consistent style; and logical, emphatic organization.

The nature, purpose and value of the information presented often determines its language, general treatment and style. Its relative importance to readers, timeliness of presentation, validity and completeness govern the specific organization.

Taking these standards into account, the editing process insures that the written product achieves its purposes.

The entire publication must have a consistent style which is impossible to achieve without a style book (such as the one available from C.S.P.A.). The use of figures, abbreviations, deletions, capitalization, special spelling, et al., must all be included. Every staff member must be thoroughly acquainted with style. Many staffs elect to modify available stylebooks to meet their needs.

Special elements characterize each field of journalistic writing and require special consideration.

News accounts should be balanced between advanced and followup stories consistent with the frequency of publishing. Careful planning results in balance of traditional news sources. Stories of major proportion given in-depth treatment should not result in neglecting important minor events. The written accounts should be treated objectively and interestingly. They should be written in the third person.

Leads Stress Essentials

Leads should vary through the publication. Such articles with dull or label openers like the school's name, an event or a date are dull. A lead should stress the essential elements — who, what, when, where, why and how (but not necessarily in that order).

Once the lead is established and secondary information added, the story is written in descending order of importance. Essential elements are introduced as early as possible in the event space limitations require deletion of minor facts.

The validity of statements and information recorded must be guaranteed by citing authority. Use quotes — direct or indirect — which are attributed to an identified source. Avoid interjection of the reporter into the story — even by such implication as "When asked . . ." or ". . . told this reporter." Use acceptable grammatical style in identifying quotes — most journalists place the verb *after* the subject. Avoid opinionated writing and the trite news-feature style of "you" writing which denotes a "writing down" or "preaching" to readers.

In-depth Articles Used

Reflecting student thought and interests, the in-depth article should show evidence of extensive, intensive and thorough investigation. The writing of in-depth articles indicates a curiosity using "how" and "why" as the overall tone.

(Continued Next Page)

THE WILDCAT
48% of student body supports MritS council
With a flash of a card, the bottle can be yours
statesman
Dance haunts PSU
Senior named finalist
Collector clings to comics
Report card sports new design, info
It's a small world
FOCUS
after all . . . It's a small world
Girls see London on marketing tour
Opportunities galore
World travel open to many
Financial aid available
Strict or liberal
School procedures differ
Girls recall joys of trip to Israel
Community educated about world cultures
Teacher finds casual lifestyle Down Under
Language barriers fall during exchange stay
Tips for travelers
There's so much that we share with it's a small world after all
time we're aware . . . It's a small world after all

TOPICS FOR ARTICLES range from opinion poll responses to yesterday's [illegible] items, top. Some publications prepare supplements (see *Focus* — a pullout from the *Statesman*) with in-depth presentation.

Basic Fundamentals (Con't.)

Stories which dig into specific topics must present a clarifying view. The material must be the work of the reporter, reflecting extensive interviewing rather than copying material which has already been published — even if credits are given.

Writers must be careful not to draw conclusions before they begin research. As in other kinds of writing, the reporter should face the subject matter objectively. The article must be free of the reporter's opinion, although the facts may be arranged in a manner where the reader gives a nod of approval or disapproval.

Study 'Springboard'

In-depth writing combines the basics of good news writing and the imagination of feature writing. (For steps in preparation of the in-depth article, see *Springboard to Journalism*, Chapter 1).

Human interest and emotional appeal characterize feature articles. Features are written in a semi-news manner — halfway between a straight news story and a literary story or essay — to create a specific effect.

Timeliness or the conventional news element is of minor importance in the feature article, although all of the Five W's and H may appear scattered throughout the piece. A good feature article is written with simplicity and directness; it may support the news or in-depth stories elsewhere.

Select Words Carefully

Words used in feature stories must be carefully selected to add interest and life to the article. Since the reporter, generally, has more time to complete his assignment, careful editing and rewriting should be evident.

Features frequently require extensive interviewing. Writers should acquaint themselves with sound interviewing techniques. They should learn to recognize which facts to use and which to delete. Direct quotations add to reader interest by giving the article both authenticity and variety of word use.

Leads Should Attract

The length of feature varies, often due to the topic. Leads should be written to attract the reader's attention. The body of the story and the conclusion should be as important as the opening. Each sentence in the development of the story should add to the facts and impact.

The conclusion of the feature should stand as a final reader impression.

'Editing insures . . . sound journalistic principles . . . consistency of style . . .copy (tailoring) to conform to space. . .'

Primarily, editorials constitute the majority of articles on opinion pages. Additionally, today's newspapers include opinion surveys and polls, columns, cartoons, critical advice, a statement of the paper's editorial policy in capsule form and letters to the editor.

Editorials Reflect

The editorial is the instrument of measurement that gauges the student's opinion of the educational climate that surrounds him. It reflects the conscience of the paper; it reveals the opinions of the editors on current problems and issues of importance.

Editorial writers have several options for their approach — to praise, condone, interpret, explain, argue or entertain. Facts must be verified carefully by reliable research.

Capture Reader Interest

Most publications use the essay form for editorial writing although they do not need to be confined to this pattern. Any form of writing which serves effectively the purpose of the editorial is suitable. It is essential to capture the interest of the reader and sustain that interest.

Variety in preparation of the editorial is recommended. Triteness and wordiness should be avoided. When the essay form is used, the purpose of the article should be made clear at the outset — usually by a simple statement. This is followed by intelligent analysis of the topic which leads to a logical conclusion (and may prove a point).

It is better to have two or three short editorials in each issue (rarely more than 250 to 300 words) than one lengthy piece. Topics which reflect the major news of the issue should show evidence of careful planning.

Avoid 'Preaching'

Writers should avoid "preaching" and using 2nd person; they should remember to include themselves as a part of the audience.

Surveys and opinion polls are an excellent method of including what others think. Avoid beginning with the question used and following this by the responses. Use a summary of the findings as a lead and the statement of the inquiry. Use of questions beginning with "how" or "why" will bring more thought-producing responses.

Columns and reviews of general interest should reflect comment which is incisive and pertinent. Writers should use their own work, instead of massive quotations from already published material. The articles need short paragraphs carefully edited for impact. The personal narrative approach should be avoided.

The same factors which produce good news stories produce well-written sports stories. Labels such as the school, team, nickname and/or sports ("The John Marshall High School Bear Wrestling Team . . .") are inappropriate as lead openers. Leads should attract the readers' attention and present the most interesting and important aspect of the Five W's and H.

Stress Highlights

In game reports, highlights instead of play-by-play accounts should be stressed. The longer the period of time between the sports event and the appearance of the article in the publication, the shorter the account should be.

The stress in sports writing should be future events, with summaries of the past events. Side-stories which reflect the game can be written as features.

Opinions, interpretations and predictions should appear as a by-lined column.

Headlines attract readers to the story. By position on the page and display, headlines proclaim the relative importance of articles. Headlines direct the reader's attention to the highlights.

Headlines must reflect rather than create information, revealing accurately and fairly the contents of the story in spirit and fact.

Headline With Action

Rarely, should headlines be mere labels. Labels as headlines should be avoided. Headline writers should not be misled to assume that by adding a verb the headline is no longer a label. "Choir signs", "Team Competes" and "Annual Staff Sells Yearbooks" contain verbs — but they are labels.

The use of colorful, brief action verbs is the key to headline writing. Present tense is used for all past and present events. The infinitive form or future tense is used for future events. The active voice is more effective than passive (the passive voice is used only when the subject is more significant than the predicate).

Each line of a headline should express a complete thought. Avoid splitting infinitives and separating prepositions from their objects. Edit all headlines in an issue to avoid overuse of the same verbs, school names, nicknames, etc.

When quoted material is used in a headline, the more accepted journalistic practice is to use sigle (rather than double) quotation marks.

Use Photo Credits

Cutlines should answer the questions which the picture does not — who is pictured, for example. Complete names of individuals who are essential to the center of interest in the photograph should be used. Use first names for students and initials or first names of adults in cutlines.

Begin cutlines with challenging opening words. Avoid labels. Exclude trite expressions like "pictured above," "left to right", etc. Aid the reader in positioning of groups by using specific directions or poses ("front" vs. "first" row or "kneeling," "clockwise", "standing," etc.).

Sports action photographs should include opponents' as well as home team players' names, explain the results of the action pictured, identify which game and give the final score. The addition of such identifications as jersey numbers (in parenthesis) aid sports game action cutlines. Just as some staffs indicate who wrote an article by using a by-line, a photo credit can be added to indicate who took a picture. Since the photographer's name is not a part of the cutline information, it should be set apart via parenthesis or a type variation.

Copyread Carefully

Careful copyreading and editing are final steps in the preparation of material for the printer.

Editing insures the observance of sound journalistic principles. Through editing, consistency of style and logic are preserved. Errors in facts, statements, spelling, grammar and typing are all observed and corrected. Editing tailors the copy to conform to space requirements.

The work of the entire staff should be edited to provide accurate instructions for the printer, to check headlines for content and character count, to break up longer stories with special effects and to guard against libel.

Once the type has been set by the printer, it should be proofread. Inexperienced staffs should be cautioned to correct only typesetting errors. This is not the time to correct the writers' mistakes. Proofreading serves as the final check.

the Senator
Full registration snag-free
Attendance rules stay the same
Lion-booster forks to twirl at merchers'spaghetti feed

Newspapers

They Set the Pace for All Publications

Sound writing is the basis of any good publication. Effective display affects the reader's enjoyment of the school newspaper. Newspaper design is based on making the whole production have eye appeal.

Today's newspapers, which are produced by creative staffs alert to change, continue this basic design, but appear to have adopted as their criteria the use of attractive "open" pages which indicate careful planning, consistency between issues, balance and function.

Make-up is the planned personality of the publication. It involves the planning-in-advance technique for striking appearance as opposed to the method of waiting until all of the copy is available before arranging the material for display.

Publications are less complex than before. They use many large photographs, a simple effective headline schedule, wide variations in column widths and a magazine approach to total make-up.

Approach Is Modern

In the chapter, "Preparing the Make-up," in *Springboard to Journalism*, the purposes of a modern approach to make-up are listed as: "1) Reflecting the personality of the publication, 2) stimulating the reading of the entire publication, 3) simplifying reading by the use of headlines, type devices, illustrations and action photographs, 4) arranging display of copy in terms of importance, and, 5) displaying copy in a design planned to attract readers."

The approach is away from the vertical style of publication which reflect the use of the banner headline, the emphasis in the upper righthand area of page one, the gaudy and hard-to-read varieties of headlines, the fixed position of the nameplate at the top of page one and the usual gray areas below the fold. The concept that the average four-page publication must devote one page primarily to news, one to editorials and opinion, one to features and miscellaneous material and another to sports coverage no longer exists.

Emphasize Long Story

Today's newspapers, with more emphasis on longer stories, in-depth articles, and graphic display, have more of a magazine appearance than the newspapers of the past. Some staffs do not really know exactly what kind of format they are using. Some devote a great deal of planning and execution on an attractive first impression for page one; leaving the remainder of the newspaper designed like its earlier counterparts.

EDITOR'S NOTE – Rather than repeat the basic fundamentals for writing and editing which apply to all publications for which this booklet has been prepared, we refer the reader to pages 2-5. That information, coupled with what follows, constitutes a more complete criteria for production and evaluation of the school newspaper.

Other staffs elect to consider the outside fold of their newspaper as two pages rather than one. This "mini-tab" approach makes for flexibility, but may confuse the reader who opens it up to find the regular tabloid size for the remainder of the publication.

Printing costs, shortages of newsprint and student apathy affect the design and number of issues.

MAGAZINE INFLUENCE is prominent when front page information includes a table of contents, special artwork, blurbs and graphic effects.

Newspapers which have found that their advertising volume has increased but total available space has remained the same, have discovered that the magazine concept may help them in their design. Whereas four tabloid sized page format generally leaves only two pages for advertisement placement (leaving the front and editorial pages free from ads), staffs are discovering that by taking this same amount of paper and using the "mini-tab" format they have eight total (but smaller) pages. Here, they leave the cover page, and one or two editorial/opinion pages free from advertisement. The result, they believe, is more space for a slightly increased advertising volume.

(Continued on Page 9)

Official Rating: _____

	Maximum Points	Your Score
Content/Coverage	225	_____
Writing/Editing	425	_____
Design/Display	300	_____
Special Credit	50	_____
TOTALS	**1000**	_____

I. Content/Coverage

	PLAN A (Contains Sports)	PLAN B (Without Sports)
General Plan		
1. Is coverage balanced among different types of reporting — news, features, opinion articles and sports — with advanced stories overplaying past events?	5	15
2. Does coverage appear to be balanced among all segments of the school population?	5	10
3. Is the coverage potential of the school developed effectively within the time limits between issues and apparent budget limitations?	5	5
4. Is the content student oriented, but not incomprehensible to a non-student reader or patron outside of the school?	5	5
5. Have school events been covered thoroughly before reaching out into the community (and beyond) for reporting?	5	5
TOTAL POINTS	(25) ___	(40) ___
News Pages		
1. Is a balance maintained between news briefs and more detailed news accounts?	5	10
2. Does publication reflect extended use of news sources?	5	10
3. Does the publication make an effort to interpret?	5	10
4. Does the publication expand some news stories for depth treatment?	10	10
5. Has effective coverage been included for student activities?	5	5
6. Has the publication effectively covered the curriculum?	5	5
7. Have "glamor" activities been overplayed at the expense of other news?	5	5
TOTAL POINTS	(40) ___	(55) ___
Feature Pages		
1. Do in-depth features showing research, varied subject matter, and insight dominate the content?	10	10
2. Are personality profiles of students, faculty and others used? Do they portray the persons realistically?	10	10
3. Are personal narratives kept to a minimum?	5	10
4. Does content include out-of-school student activities, community and worldwide affairs which involve students and their work?	5	10
5. Are humor columns, puzzles, jokes, etc. used sparingly and effectively rather than as fillers of space?	5	5
6. Are song dedications or gossip stories or columns containing boy-girl relationships omitted in favor of more positive personality coverage?	10	15
TOTAL POINTS	(45 ___	(60) ___
Opinion/Editorial Pages		
1. Do opinion pages use editorials to create a strong responsible voice on current issues?	5	10
2. Does editorial content reflect careful research?	5	10
3. Do editorials and opinion page articles deal with a wide range of topics?	5	5
4. Do editorials reflect an editorial policy which is well-planned and printed in capsule form?	5	10
5. Are others' opinions included in polls, surveys, guest articles and letters-to-the-editor?	10	10

(Continued on Page 9)

'Accetate transfer types are popular . . .'

Offset printing has affected the design and format of today's school newspaper. Since the lithographic process allows for the reproduction of anything — pictures, illustrations and typography — staffs have taken a new direction.

Whereas good display suggests more use of white space, some staffs believe this implies use of headlines which fail to reach the extent of the column width, ragged bottom-of-the-page alignment, lots of trim area for margins, unjustified type, harsh black cartoon lines without any shaded areas, and the like. The result is often an unsightly hodgepodge.

Equipment Dictates

Several approaches to the magazine concept for the newspaper design are displayed in this edition of Newspaper Fundamentals. Some staffs have used the straight news approach; issue-orientation and in-depth spreads are used successfully by others. Some staffs take a strict feature approach; others a graphic approach. Modular layout, when used, is the personality of some newspapers and contemporary open layout on a full-sized sheet is the emphasis for others.

Whatever design and format the staff uses, it is primarily dictated by economical use of the printer's equipment. The page size is determined by the capabilities of the printing press. The staff has no control over these physical qualities (other than to change printers, perhaps). But, the placement of the elements of make-up are usually the responsibility of the staff.

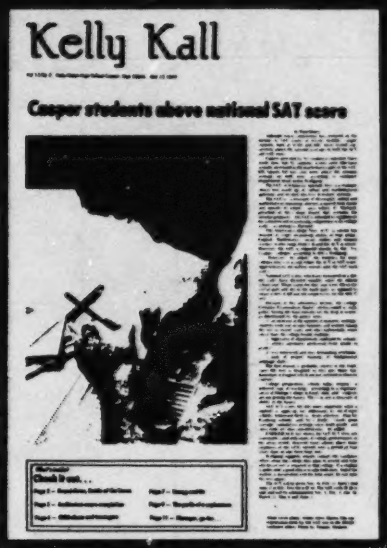
Whereas the printer may have limited type options, staffs using the offset printing process can prepare their own type and paste-ups from a variety of methods right in the journalism laboratory. Acetate transfer types are popular with staffs needing a special face for emphasis or creative design.

Some 'Compromise'

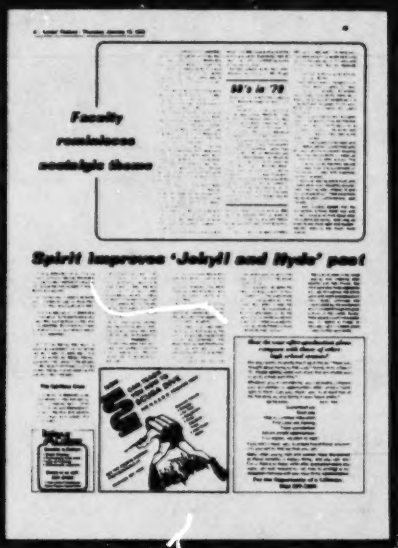
Since the emphasis of content in today's newspapers is on the in-depth article, a considerable number of staffs use the modified news-magazine design. Some call this the "compromise" design. Front pages excepted, the other pages of the publication are generally designed around one major story.

Staffs are cautioned to watch for unbroken inside gutters of white space. Every page should have a folio line which includes the page number, the date of publi-

(Continued on Page 10)


Kelly Kall

Cooper students above national SAT score


Faculty reminisces nostalgic theme

Spirit improves 'Jekyll and Hyde' post

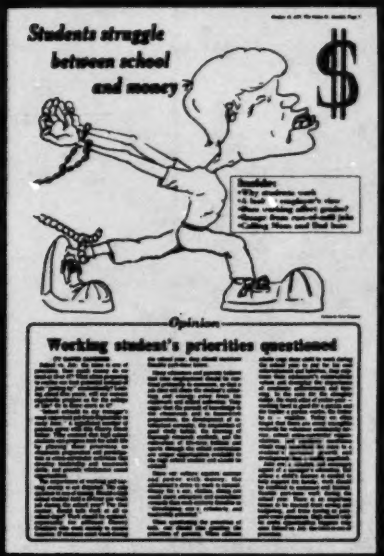
Can they compete?

Small business threatened by malls

Success stories abound

'You have to cater to the people'

Pointe has to change with the people


Students struggle between school and money

Opinion

Working student's priorities questioned

sports

New sport develops from old 2x4

(Continued from Page 7)

	PLAN A (Contains Sports)	PLAN B (Without Sports)
6. Are articles of opinion by others and readers' letters encouraged by a printed statement to this effect?	10	10
7. Are cartoons and/or photography used to reinforce the editorial impact?	5	5
8. Are current films, records, literature and electronic media given responsible review in columns and articles?	5	5
9. Does the masthead appear regularly and contain the school's complete name, street address, city, state, Zip Code and telephone number?	5	5
TOTAL POINTS	(55)	(70)

Sports Pages

1. Does the publication offer well-rounded coverage according to seasonal importance without overplaying of "major" sports such as football or basketball?	10	X X
2. Do seasonal accounts stress future — rather than past — athletic events?	5	X X
3. Are stale and overly detailed stories avoided?	5	X X
4. Is the physical education program for all students covered adequately?	5	X X
5. Are minor sports given thorough coverage in all issues with past scores and highlights included while looking toward future events?	5	X X
6. If used, is a signed sports column kept to a moderate length and used for all opinionated writing?	10	X X
7. Are interviews, personality profiles and other feature material related to sports included?	10	X X
8. Do sports pages contain action photography and/or story-connected illustrative material?	10	X X
TOTAL POINTS	(60)	X X

SECTION POINTS — Content/Coverage (225 Points)

YOUR SCORE _____

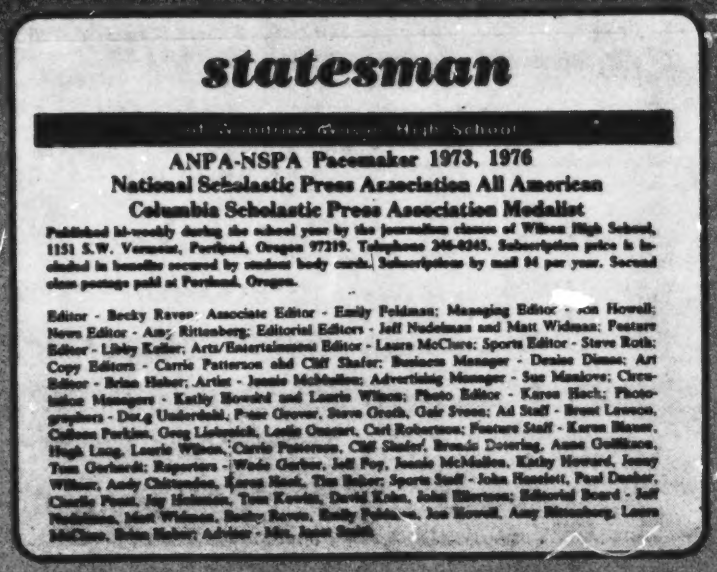
See Rating, Page 7

II. Writing/Editing

Sound Journalistic Principles/Editing

1. Is the style for the kind of article appropriately and consistently used?	10	10
2. Is third person style used consistently?	5	5
3. Is reporter interjection into the story (even by implication) avoided?	5	5
4. Is it clear that all copy has been carefully edited and copyread?	20	20
5. Are paragraphs generally short but varied in length?	5	5
6. Are proper verb tenses used consistently?	10	10
7. Are cliches and trite expressions generally avoided?	10	10
8. Do subsequent paragraphs begin with different words?	10	10
9. Are full names or initials for adults used consistently in the first reference with last name only used in subsequent references?	5	5
10. Is opinionated writing (other than editorials) avoided or attributed properly?	10	10
11. Is redundancy avoided?	10	10
TOTAL POINTS	(100)	(100)

(Continued on Page 11)



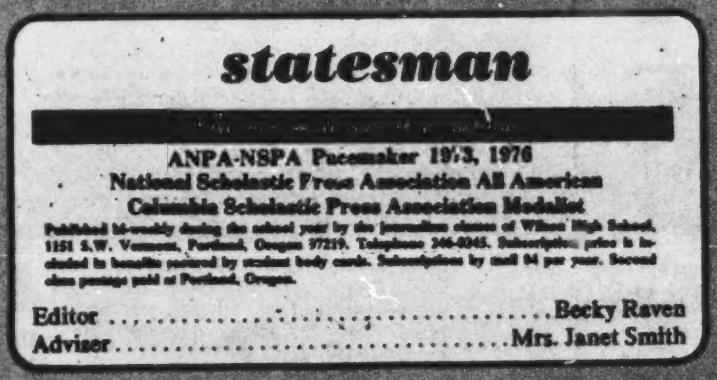
statesman

[redacted] High School

ANPA-NSPA Pacemaker 1973, 1976
National Scholastic Press Association All American
Columbia Scholastic Press Association Medalist

Published bi-weekly during the school year by the journalism classes of Wilson High School, 1151 S.W. Vermont, Portland, Oregon 97219. Telephone 246-0345. Subscription price is included in benefits secured by student body cards. Subscriptions by mail $4 per year. Second class postage paid at Portland, Oregon.

Editor - Becky Raven; Associate Editor - Emily Feldman; Managing Editor - Jon Howell; News Editor - Amy Rittenberg; Editorial Editors - Jeff Nudelman and Matt Widman; Feature Editor - Libby Keller; Arts/Entertainment Editor - Laura McClure; Sports Editor - Steve Roth; Copy Editors - Carrie Patterson and Cliff Stafer; Business Manager - Denise Dimas; Art Editor - Brian Haber; Artist - Jennie McMullen; Advertising Manager - Sue Maslove; Circulation Managers - Kathy Howard and Laurie Wilson; Photo Editor - Karen Hoch; Photographers - Doug Underdahl, Peter Grover, Steve Groth, Gair Sveen; Ad Staff - Brent Leveson, Colleen Perkins, Greg Lichtwick, Leslie Gassert, Carl Robertson; Feature Staff - Karen Blaser, Hugh Lang, Laurie Wilson, Carrie Patterson, Cliff Stafer, Brenda Doering, Anne Guillaco, Tom Gerhardt; Reporters - Wade Garber, Jeff Foy, Jennie McMullen, Kathy Howard, Jenny Wilson, Andy Chittenden, Karen Hoch, Tim Baker; Sports Staff - John Hazelett, Paul Dunbar, Charlie Pyatt, Jay Heimann, Tom Kovatis, David Kohn, John Ehrmann; Editorial Board - Jeff Nudelman, Matt Widman, Becky Raven, Emily Feldman, Jon Howell, Amy Rittenberg, Laura McClure, Brian Haber; Adviser - Mrs. Janet Smith



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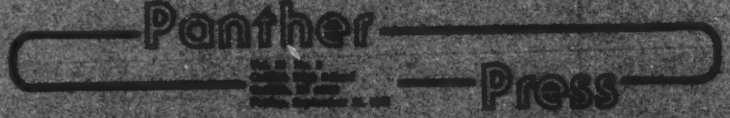
Editor ..... Becky Raven
Adviser ..... Mrs. Janet Smith

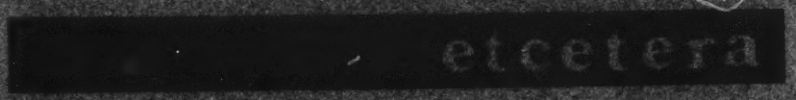
Nameplates and Folios



Panther Press

4 Press Friday, September 26, 1975

school



etcetera

'Attention to detail staff's responsibility.'

cation and its name (the latter two can be divided where one appears on the lefthand and one on the righthand side of a two-page spread).

Variety in column widths give the make-up an interesting appearance. Whereas the more traditional newspaper used a wider column width only for editorials and lead-ins for major stories, today's staffs find such devices as two columns under three and three columns under five add to horizontal make-up design. This design implies the use of larger headline widths (and sizes) which also aids in omitting those awkward "butted" or tombstoned headlines.

Use 'Natural Fold'

Staffs using multiples of four pages — make use of the natural fold or "double truck" by eliminating its gutter and creating special arrangements of type and illustrations across this space.

The front page of the newspaper should reflect staff awareness of the need for the creation of reader excitement. This page, of course, contains the nameplate which should refrain from being too large and/or decorative. Repositioning (or "floating") the nameplate into various areas of the page in successive issues adds to variety. Generally, the nameplate is kept in the upper portion of the page. Care should be taken to make certain that all areas of the page are attractively planned — especially the bottom one-half.

Condense Masthead

The paper's masthead is, perhaps, one of the most abused parts of standard newspaper content and design. Generally, the masthead should be submerged and as condensed as possible. At the top the same type face or logo used in the nameplate is recommended. Setting much of the information in paragraph style (including minor staff names) aids condensation.

Folios and other special areas require planning by the staff. Attention to details such as this should be their responsibility and not that of the printer.

Computerized typesetting equipment creates some editing problems for young editors since not all machines are completely programmed for the accepted hyphenation of word elements from one line to another.

Effective use of typography plays a major role in the design of the modern news-

(Continued on Page 12)

	PLAN A (Contains Sports)	PLAN B (Without Sports)
News Stories		
1. Is the goal of objectivity dominant?	5	10
2. Are important elements stressed putting emphasis on informative, interesting content?	10	15
3. Does active voice dominate the writing?	5	5
4. Is order-of-decreasing-importance structure followed?	5	5
5. Is name of school or nickname omitted, generally?	5	5
6. Do leads generally emphasize those W's and H that underscore news story impact?	5	5
7. Are lead lines varied in grammatical construction using as few words as possible while avoiding cumbersome labels and overuse of quotes or questions?	10	10
8. Are stories concise, using a strong, plain style that facilitates understanding?	10	10
TOTAL POINTS	(55)	(65)
In-Depth Stories		
1. Do topics reflect student interests?	10	10
2. Is there evidence of extensive, intensive and thorough investigation with a variety of sources showing both sides of the topic?	10	10
3. Are the basics of good news and feature writing combined effectively?	5	15
4. Are stories carefully outlined to cover specific areas of topics?	10	10
5. Do stories reflect original work with extensive interviewing rather than copying already-published material?	10	10
6. Has a clarifying view of the topic been presented by the writers?	5	10
TOTAL POINTS	(50)	(65)
Feature Stories		
1. Are stories focused on a central idea and limited to significant facts?	10	10
2. Are words selected carefully to add color and life to stories?	5	10
3. Is an interesting style developed for presenting the material?	5	10
4. Do stories avoid summaries of general circulation publications by using first-hand reporting?	5	5
5. Do stories reflect knowledge of sound interviewing techniques?	10	10
6. Do leads capture reader's imagination and encourage further reading?	5	5
7. Do leads avoid questions as opening statements?	5	5
8. Do features hold the readers attention throughout?	5	5
9. Are end-of-story summaries avoided?	5	5
TOTAL POINTS	(55)	(65)
Editorial/Opinion Stories		
1. Is sufficient thought and research evident in editorials and opinion page articles?	10	15
2. Do editorials contain specific, direct terms and reflect intellectual breadth?	10	10
3. Does the publication's writing style hold the reader's attention?	5	5
4. Do writers include themselves in their audience and avoid "preachiness?"	10	10

(Continued on Page 13)

'Generally, Gothic, Roman types are used.'

paper. Type faces should be selected for the specific role they are to play.

The straight matter or "body type" should be selected because it is comfortable to the reader's eye when used for both short and longer articles.

Subheads Effective

Cutline type should blend with the body type if another face is selected. If the cutline type is the same type face as the body type, it should be a different variation and another size. If 8 point body type is used, 6 point cutline type is recommended.

Headline types are selected for their impact qualities, their blend among type faces used, what the printer has on hand and the style ("up" or "down") to be used.

With increased emphasis on the longer article, dull gray areas of straight matter must be broken up to aid readability. Bold face paragraphs can be used, but the overall look is generally one of a "spotty" appearance. Two or three words set in bold face and/or caps as paragraph lead-ins is also effective. If bold face is not available, some staffs use regular type with all-cap lead-ins; others use dots or "bullets" to begin longer story paragraphs.

The single line subhead (usually set in bold face) is an effective plan. Staffs using subheads are cautioned to keep them about two-thirds of the column width and to always use at least two subheads for each story to keep the design balanced. Avoid single words for subhead use.

Italics Good Choice

One awkward practice of staffs is setting names of publications, books, plays and musicals, and titles in bold faced or underlined type. These devices cause the reader's eye to be jerked from the remainder of the article unnecessarily. Underlining (used primarily with cold type preparation) is a device used in formal theme writing; it is not an acceptable practice for the school newspaper. Italics (if the printer has it) is a better choice.

Headline type weights should be selected for the length and position of the story in the design. Some staffs use different weights and sizes of the same type families for their headline schedule; others select different type faces which blend effectively. Generally, types from the Roman and Gothic families are selected for headlines. Avoid Old English or other Text faces

(Continued on Page 14)

Cutlines

Identification for portrait or "mugshot:"

JOHN Q. DOE
Superintendent

— or —

John Q. Doe
SUPERINTENDENT

Identification for group picture of several rows:

VARSITY FOOSBALL TEAM — (Front Row) Wheeler Johns, Carl Randolph, Clarence Marshall, Clark Patrick and James Fredson. (Row Two) Jimmy Joe, Charles Biddeford, Joe Cool, Franklin Dee and John Jacobs. (Back Row) Mitzi Fitts, P. E. Lockedear, Alfred Johnson, James Kenton and Basil Weaver.

Lead-in style using all-caps which stand alone:

TRY IT YOU'LL LIKE IT — Members of the A cappella Choir surround Director Louis Pippin as he experiments with a new tuning fork.

Lead-in style where all-caps are part of cutline:

SOUNDING AN "A" for members of the A cappella Choir is Louis Pippin, director, using his new tuning fork.

Text Matter

Use of a "bullet" lead-in for copy:

• Prior to becoming director of the Association, Mr. O'Malley

Use of quotes for publications and titles:

POOR	BETTER	BEST
Members of THE SANDSTORM staff presented as a part of the assembly program scenes from the hit musical, A Chorus Line. The audience gave the group a standing ovation.	Members of The Sandstorm staff presented as a part of the assembly program scenes from the hit musical, "A Chorus Line." The audience gave the group a standing ovation.	Members of *The Sandstorm* staff presented as a part of the assembly program scenes from the hit musical, *A Chorus Line*. The audience gave the group a standing ovation.

Type Groups

1. Roman — *Usually used for text matter, Roman faces are considered "most comfortable" for readers.*
2. Gothic — *Headlines and display are the best uses for Gothic faces; they are hard-to-read in bulk.*
3. Text
4. *Script*
5. Decorator / NOVELTY

(Continued from Page 11)

	PLAN A (Contains Sports)	PLAN B (Without Sports)
5. Do opinion polls include a summary of the findings?	5 ____	5 ____
6. Do columns and reviews reflect editorial comment which is incisive and pertinent?	5 ____	5 ____
7. Do reviews show evidence of the writer's familiarity with his subject for objective and learned appraisal?	10 ____	15 ____
TOTAL POINTS	**(55) ____**	**(65) ____**

Sports Stories

1. Does writing reflect reporter's thorough understanding of the topic?	5 ____	X X
2. Do leads place a premium on an angle which is interesting and important?	10 ____	X X
3. Do lead beginnings avoid labels which combine team, school, nickname, and/or sport name?	15 ____	X X
4. Do stories appear to be technically correct?	5 ____	X X
5. Are stories lively enough to catch the attention of the casual reader?	5 ____	X X
6. Is flowery language and unsubstantiated material avoided?	5 ____	X X
7. Are sports stories written to include terms which most readers understand avoiding such slang expressions as "cindermen," "hardwood," etc.?	5 ____	X X
8. Are trite comments from coaches and players, mere opinion or routine information avoided?	5 ____	X X
TOTAL POINTS	**(55) ____**	**X X**

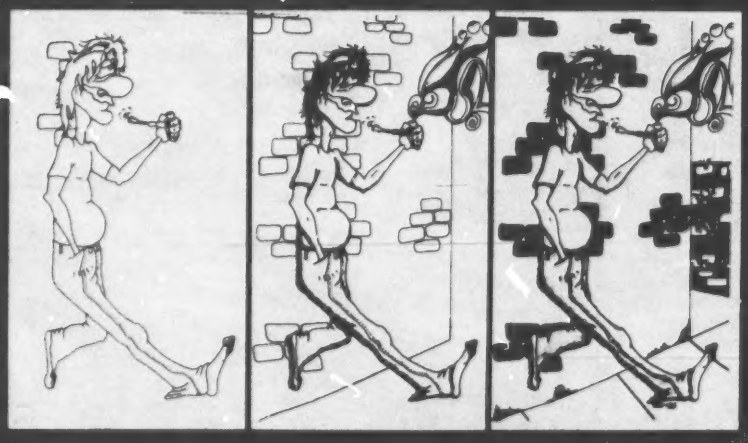
Headlines/Cutlines

1. Do headlines highlight the story and attract the reader's attention?	5 ____	10 ____
2. Do headlines reflect rather than create information avoiding repetition of the lead openings or other headlines on the page?	5 ____	10 ____
3. Are headlines more than labels which use subjects and active verb structures?	10 ____	15 ____
4. Do headlines avoid overuse of school name, nickname, abbreviations and repetition of the same verbs?	5 ____	5 ____
5. Are headlines written to avoid splitting infinitives and separating preopositions and verbs from their objects?	5 ____	5 ____
6. Is the accepted journalistic practice of single quotation marks used consistently?	5 ____	5 ____
7. Do cutlines avoid stating the obvious, use challenging opening words, avoid labels and give enough information?	5 ____	5 ____
8. Do sports action picture cutlines identify all persons essential to the action — even opponents?	5 ____	X X
9. Are full names of people and their position in the picture used avoiding such cliche's as "left to right," "pictured above," etc.?	5 ____	5 ____
10. Are photo credits, if used, given to all photographs?	5 ____	5 ____
TOTAL POINTS	**(55) ____**	**(65) ____**

SECTION POINTS — Writing/Editing (425 Points)

YOUR SCORE _____

See Rating, Page 7



'Study papers to determine current trends.'

entirely and use other decorative or script faces only for special effects.

Headlines which are set in all-capital letters or in vertical alignment are hard to read and should be avoided. One-line headlines can be improved by the use of a kicker which should be about 1/3 as wide as the main headline but in a smaller type face. Kickers which are underlined and/or followed by three dots are effective. Several good textbooks are available to staffs who are interested in design improvement. Study of top-ranked school newspapers, as well, is an excellent way to determine current trends.

The almost universal conversion to the lithographic printing method has resulted in more use of pictures to illustrate articles, to present editorial comment and to add to the general graphic design.

Three Photo Needs

Three main considerations are essential in preparation of photographic copy for the printer: 1) tonal quality, 2) focus and 3) composition. Unfortunately, as elementary as these considerations are, they are severely abused in many publications. Many photographs lack proper contrast for reproduction. Pictures with "fuzzy" focus are used in a variety of sizes. Pictures which have not been cropped or posed for a strong center of the action or interest appear.

The emphasis for a lively publication should be to use action, rather than posed photographs. Formal portraits should be kept to a minimum. "Mood" pictures can be effective if not overused. Picture series — especially in sports and feature areas — are excellent photo-journalistic additions.

Student photographers should be cautioned to observe the background before they take a picture. Backgrounds which reflect light off of glazed surfaces or which vie for the viewer's attention should be omitted.

When photographs are placed in the make-up of the page, careful attention should be given to positioning. Subjects of pictures should not face directly off of the page but should appear to face the center or across the page.

Cartoons and other illustrations should be prepared in such a manner as to give the work dimension. Harsh, black lines on plain, white backgrounds are never as effective as shaded areas which can be achieved by using special posterboard, acetate transfers or the artists' own technique.

(Continued on Page 16)

III. Design/Display

	PLAN A (Contains Advertising)	PLAN B (Without Advertising)
General Design		
1. Does design reflect the personality of the publication?	5 ____	10 ____
2. Has the design been arranged in terms of importance and for stimulating the reading of the entire publication?	10 ____	15 ____
3. Does the content of the page determine its make-up?	5 ____	10 ____
4. Are such ineffective practices as "butted" and "tombstoned" headlines as well as "bunching" of display types avoided?	5 ____	10 ____
5. Are unbroken inside gutters between columns avoided?	5 ____	5 ____
6. Have longer stories been broken under two or three-column headlines to facilitate horizontal make-up?	5 ____	5 ____
7. Are varying column widths for straight matter used effectively throughout the publication?	5 ____	5 ____
8. Have internal margins been used consistently between all elements of design?	10 ____	10 ____
9. Have photographs of the same size been avoided on the same spread/page?	5 ____	5 ____
TOTAL POINTS	**(55)** ____	**(75)** ____
Front Page Design		
1. Does the make-up of the front page indicate an awareness of the importance of the reader's first impression, creating interest and curiosity?	5 ____	10 ____
2. Does the nameplate include necessary information about the publication as attractively as possible without exerting a dominance over the page or being too decorative?	5 ____	10 ____
3. Is the nameplate kept in the upper one-third of the page and away from the fold?	5 ____	5 ____
4. Is the nameplate "floated" at various levels in successive issues for significant and attractive results?	5 ____	5 ____
5. Does the lower half of the page have an attractive appearance?	5 ____	10 ____
TOTAL POINTS	**(25)** ____	**(40)** ____
Other Pages		
1. Has the staff made full use of the natural fold for the publication's design?	5 ____	5 ____
2. Is the masthead condensed and submerged on the page?	5 ____	5 ____
3. Is inside page make-up built around a major story?	5 ____	10 ____
4. Are standing headlines designed so changes can be made each issue in a portion of that headline?	5 ____	5 ____
5. Are page labels, i.e., "Sports," "Editorials," etc., avoided?	5 ____	10 ____
6. Are all pages identified with a date/name folio line?	5 ____	5 ____
TOTAL POINTS	**(30)** ____	**(40)** ____
Typography		
1. Is body type face easy to read, especially in the longer article?	5 ____	5 ____
2. Does the basic column width have eye appeal?	5 ____	5 ____
3. Are dull, gray areas of type dressed-up with subheads, all-cap lead-ins, bullets, bold face lead-ins, or other type variations? Are bold face paragraphs and/or italicized ones avoided?	5 ____	5 ____
4. Is headline type selected effectively as to length and position of the story?	5 ____	5 ____
5. Is upper and lower case or "down" style used consistently throughout the publication?	5 ____	5 ____

(Continued on Page 17)

Newspaper Design/Display

'Use discretion in selecting ads' borders.'

Cutlines for cartoons should be set in printer's type rather than using the artists' hand-lettered work.

Publications which use advertising as a source of income have special problems. Not only must the ads be designed as single units, their placement in the overall design of the printed page must be taken into consideration. In both instances reader impact is the criteria.

Relate Advertising

Advertising should contain a message which attempts to sell potential readers specific products and services. Where possible, ads should be keyed to school-related activities (seasonal ads, prom rentals, graduation gifts, etc.). It is highly desirable for the message to be changed from issue to issue.

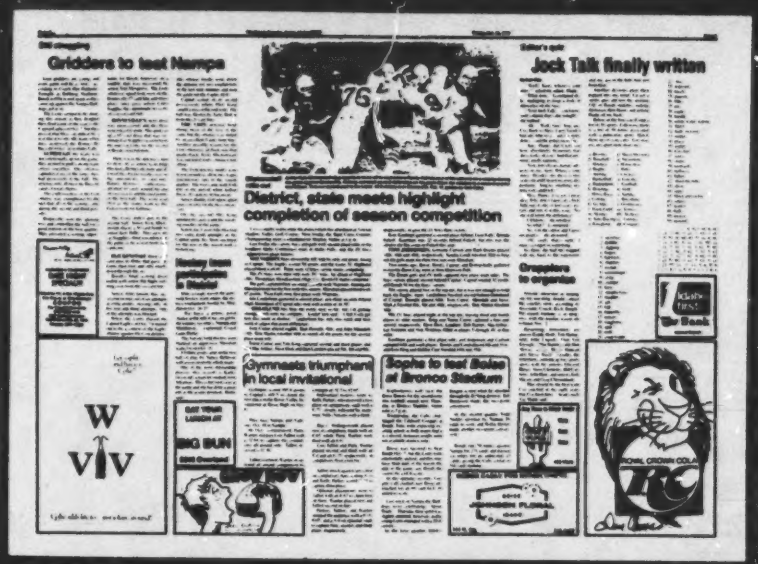
Complimentary advertisements should be kept to a minimum, certainly those which include such messages as "Compliments of . . ." If the signature or logo of large numbers of boosters are used, they can be effectively tied in with a public service message, i.e., "attend the church of your choice," "vote as you please, but please vote," "support the team," etc.

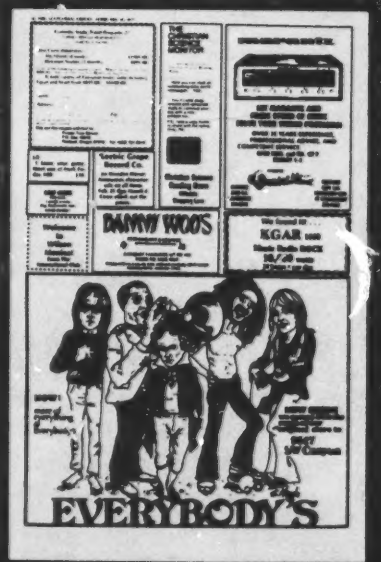
Controversy in Ads

Advertisements which contain such brighteners as pictures, cartoons, art, distinctive types and logos have more general appeal than the all-type message. Staffs should use discretion in selecting borders for ads. Generally the narrow, 2-point rule is best; the thinner rule allows the message and design of the ad to dominate. Highly decorative and ultra-bold rules should be discouraged. They tend to clutter the presentation.

Generally, larger ads are placed at the bottom of the pages; all advertisements are omitted from the editorial page as a general practice. The stacking of advertisements, whether to the left or to the right of pages depends on the publication's personality and general design. Staffs are encouraged to position advertisements in the make-up so that they are as near the straight matter as possible.

Some publications are grouping solids of advertising on a full page (or a portion thereof). This practice usually discourages readability since readers do not know where to begin looking at the material.


Gridders to test Nampa
Jock Talk finally written
District, state meets highlight completion of season competition
Gymnasts triumphant in local invitational
Sophs to test Boise at Bronco Stadium
W
VIV



(Continued from Page 15)

Newspaper Design/Display (Concluded)

	PLAN A (Contains Advertising)	PLAN B (Without Advertising)
6. Are kickers used for one-line headlines with a complimentary type face?	5	5
7. Have staggered, centered or vertical alignment of headlines been avoided completely?	5	5
8. Are cutlines set in a different type face from body copy so they stand out? Are the first two words or so in all-capital letters or in another effective lead-in style?	5	5
9. Are all-capital or bold face names of publications or titles avoided within body copy?	5	5
10. Is white space used judiciously for a pleasing effect?	5	5
TOTAL POINTS	**(50)**	**(50)**
Photography/Illustrations		
1. Are pictures varied in content and in size throughout an issue?	5	5
2. Are all photographs cropped effectively to the picture's center of interest?	10	10
3. Are photographs clear and sharply detailed?	10	10
4. Is tonal quality adequate for reproduction of photographs with varied levels of grays, blacks and whites?	5	5
5. Are backgrounds which vie for reader's attention avoided?	5	5
6. Are photographs positioned in the make-up to face the copy, not off the page or into the wrong story?	5	5
7. Are story-connected photographs and/or illustrations co-ordinated effectively with the copy?	5	5
8. Are "posed" pictures or "mug shots" eliminated in favor of candid, natural-looking photographs?	5	5
9. Do all photographs have cutlines?	5	5
10. Do cartoons use printer's type, rather than artist's hand-lettering, for cutlines?	5	5
11. Are illustrations carefully drawn with shading rather than bold black lines on white backgrounds?	10	10
TOTAL POINTS	**(70)**	**(70)**
Graphic Design (NOTE: Judges will be asked to rank the publication on its creativity in design; its use of the full potential of its printed process; its preparation of paste-ups by the staff; its use of photo-mechanical processes, gray screens, special ruled and boxed materials, photo essays, spot and full color, omission of column rules and cut-offs; general attention to contemporary graphic techniques. etc.)		
TOTAL POINTS	**25**	**25**
Advertisements		
1. Are ads designed to sell potential readers specific products and services?	10	X X
2. Are ads keyed wherever possible to school-related activities?	5	X X
3. Is a change of message made from issue-to-issue by major advertisers where possible?	5	X X
4. Are ads designed to contain pictures, cartoons, art, distinctive type and logos?	5	X X
5. Are complimentary ads avoided or effectively tied-in to support a public service activity?	5	X X
6. Are borders' widths consistent with ultra-bold or highly decorative rules omitted?	5	X X
7. Are ads positioned in the make-up to encourage readership with larger ads usually at the bottom of the page (and lower than smaller ones)?	5	X X
8. Are ads omitted from the editorial page as a general practice?	5	X X
TOTAL POINTS	**(45)**	**X X**

SECTION POINTS — Design/Display (300 Points)

YOUR SCORE _____

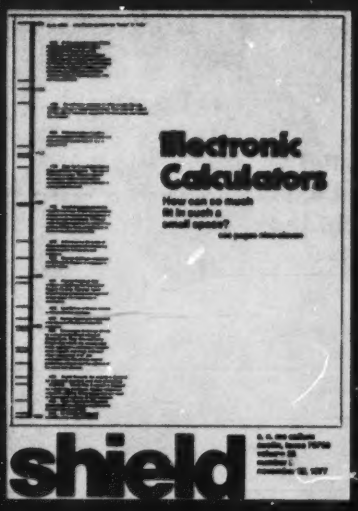
Special Credit

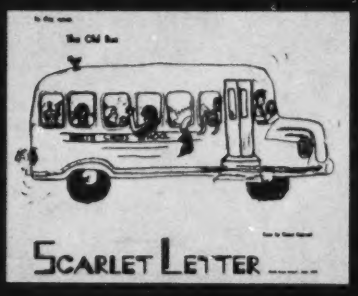
Since publications achieve a personality through content, writing, style and production which have each merits, the judge is given a total of 30 points for overall considerations and all activities as an activity in the school. The points are not given automatically and the CSPA judge will be asked to elaborate in the comment section explaining — if only briefly — the measure of excellence used in granting these bonus credits to the overall score.)

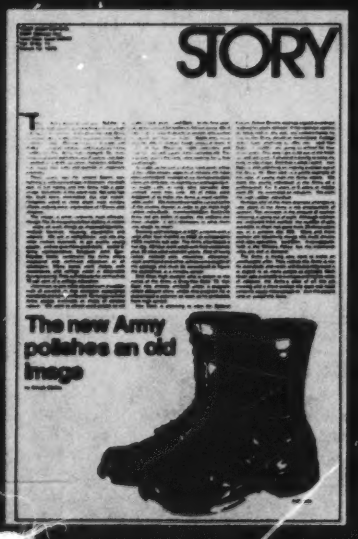
TOTAL POINTS **30** _____

NOTE: Additional comments may appear on Page 35.

See Rating, Page 7







Newsmagazines

They Are Still Changing and Experimenting

EDITOR'S NOTE–Rather than repeat the basic fundamentals for writing and editing which apply to all publications for which this booklet has been prepared, we refer the reader to pages 2-5. That information, coupled with what follows, constitutes a more complete criteria for production and evaluation of the newsmagazine.

Scholastic publications limited in the number of issues per year and/or wishing to provide a more comprehensive journalistic expression have an alternate formula — the newsmagazine.

A newsmagazine includes general news (usually in concise form). It emphasizes investigative reporting and longer articles which relate to the reader's interest.

As a format, the newsmagazine is not an attempt to imitate the national weekly professional magazine. Instead, it denotes a concept and graphic difference between it and the format of the newspaper.

Exciting content, new meaning for the student reader, bold visual design and creative format are primary factors in the emergence of the newsmagazine as a force in modern school publications.

Media Is Changing

Not only is such a "new look" desirable, at a point when the entire print media is changing in audience attitude and needs, but it is functional in solving the problems of infrequency in the number of issues and financial troubles facing the student press.

This formula not only takes into consideration the audience, methods of printing, advertising and packaging, but attempts to shift its approach in school news coverage to one of education, explanation and entertainment rather than mere reporting and recording.

While divisions must be made in the departments of content and physical and technological properties, a distinction really should not be made by the consumer. The total package must be presented with attractive design and readability which become so vital and interesting to the reader that the entire production represents one unit or idea.

Design Sets Mood

Graphic design is the main characteristic of the newsmagazine. The elements of make-up must be presented in a visually attractive manner. Design in this instance is the use of typography, white space, illustrations, special effects, photography, folios and content in an effective blend.

Design crosses the boundaries of the publication's format and content to encourage mood, atmosphere and audience interest and to be conducive to readability. Balance, contrast and the overall plan of the publication contribute to a special formula which has direction and meaning to the reader.

Eye travel should be directed by visual motivators, i.e., combinations of large type, illustrative materials, white space and copy. Elements on facing pages should balance as a single, optical area. Three simple structural patterns are often used to plan pages — the primary grouping techniques,

MINI-TAB format slices the back page into two elements (when folded). One becomes the cover; the other is used for ads. When opened up, the publications is a full-sized tabloid.

the one-and-one technique and the "cluster" technique.

The primary grouping technique works well with sidebar stories or with one large story and another that is an offshoot of the main story.

One-and-one patterns equate two weight dimensions of a subject or two equal weight stories, presented by separating them into two sub-articles. This treatment is most useful in comparing or contrasting two types of material, such as theory and practice or generalization and specifics. It is a natural plan for using forum content.

Cluster design permits several dimensions to be presented which provide a complete picture of the subject. Generally, a major headline, individual headlines, lead-ins and illustrations comprise the parts. With such a pattern, several different

(Continued on Page 20)

Official Rating: _____

	Maximum Points	Your Score
Format	150	_____
Content	250	_____
Writing/Editing	350	_____
Graphic Design	150	_____
Creativity	100	_____
TOTALS	**1000**	_____

I. Format

Cover (30 points)

1. Do covers combine excellent, imaginative photography and/or illustrations with copy (and/or cutlines) to achieve creative design? 10_____
2. Does the cover relate to inside content and make page reference if no story appears thereon? 5_____
3. Do cover blurbs and directional page numbers move the audience inside? 5_____
4. Is the nameplate complete, distinctive and readable? 5_____
5. Does the use of larger, bold photographs, illustrations and/or special effects enhance the design quality and attract reader attention? 5_____

TOTAL POINTS (30) _____

Inside Pages (50 points)

1. Is a functional table of contents included early in the presentation when more than four pages are used? 5_____
2. Are departmentalization and folio lines used as a key to reader convenience but not overbearing on design? 5_____
3. Are inside pages carefully planned to maintain a balance of space allowed with the importance or interest of the stories? 5_____
4. Are news, sports, entertainment and columns departmentalized so that readers can readily locate them? 5_____
5. Are such bulletin materials as calendars, scores, notices, etc., placed in boxes or used with screens to distinguish them from other material? 5_____
6. Are calendars complete—covering all events, in-school activities, sports and community entertainment? 5_____
7. Are internal margins maintained in layouts between all design elements when necessary? 5_____
8. Do elements on facing pages balance into a single optical area? 5_____
9. Are white elements generally kept to the outside of layouts? 5_____
10. Has "butted" or "tombstoning" of headlines been omitted on same page and facing pages? 5_____

TOTAL POINTS (50) _____

Advertising (70 points)

(NOTE: If the publication does not use advertising, the judges will distribute the numerical score in proportion to the weight of the other items in the Format section.)

1. Are dignity and restraint used in the overall advertising display? 10_____
2. Have advertisements been designed to avoid overuse of poor artwork and fancy borders? 10_____
3. Are ads arranged to avoid pyramiding? 5_____
4. Is advertising omitted from the cover, the center spread, editorial pages and pages where articles appear that are featured on the cover? 10_____
5. Are ads as creatively designed as the rest of the magazine using special effects, special typography, logos, photography, consistent borders and excellent illustration? 10_____
6. Do ads use copy so written as to sell products or services? 10_____
7. Do most ads contain basic information like addresses and telephone numbers? 5_____
8. Are the designs of ads that run regularly changed as frequently as possible? 5_____
9. If used, do full page clusters of ads exhibit overall excellence in both individual ad design and total page display? 5_____

TOTAL POINTS (70) _____

TOTAL POINTS — Format (150 Points)

YOUR SCORE_____

See Rating Above

'Special faces should be extension of article.'

stories can be grouped together without giving priority to one.

Maintaining consistent internal margins in newsmagazine layout is essential. Bulletin material should be placed together in boxes or should be screened (or departmentalized) to distinguish it from other material.

Develop 'Personality'

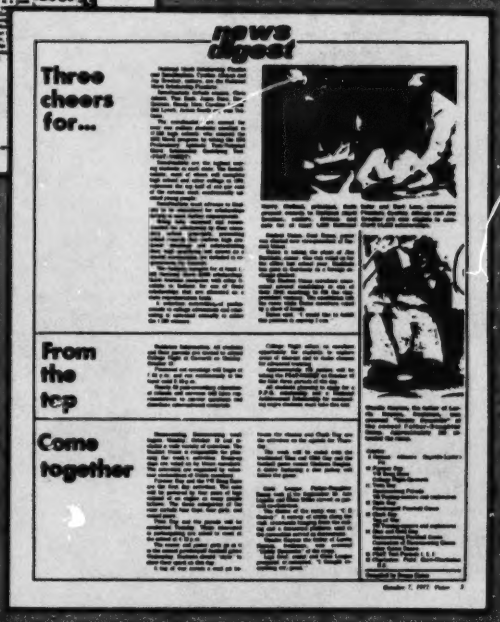
Every publication should work to develop its own "personality." It can be reflected in the editorial content, the approach, organization, illustrations and the amount of coverage given each department.

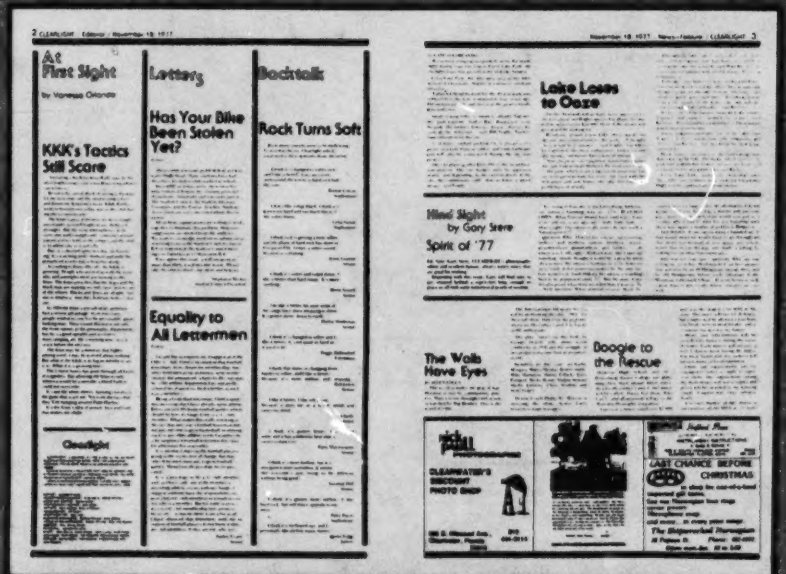
PERSONALITY of the publication can be established by using a news briefs page which calls organizations "clans."

Larger headline and body type faces in a variety of column widths are used more frequently in the newsmagazine than in the traditional newspaper. Specialized display faces should be an extension of the article and reflect its mood. Type should not only "advertise" the content, but should invite the reader to actually participate. Wider columns for readability should be considered. Some staffs use two columns over three and three columns over five to achieve design variation.

With the emphasis on bigger and bolder make-up, illustration and larger photo-

(Continued on Page 22)





II. Content

Departmentalization (50 points)

1. Has the publication shifted its approach from the traditional concept of news and sports coverage to an emphasis on in-depth reporting and entertainment which relates to reader interests and concern of the school? 15_____
2. Is emphasis placed on the explanatory feature, the background feature, the personality sketch and interpretative articles? 10_____
3. Does the publication offer opportunity for the exchange of ideas through letters to the editor, opinion polls and surveys? 10_____
4. Within the format of the publication are the events of the year recounted for historical reference by the use of news briefs and calendars? 15_____

TOTAL POINTS (50) _____

Flexibility (50 points)

1. Does the publication exhibit shifts in its major departments indicating a recognition of the need for occasional expanding or condensing according to content? 15 _____
2. Are major news items brought to the front page (in lieu of a cover) when the situation or events' importance warrants it? 10_____
3. Are special departments run occasionally when variety might encourage or aid readership? 15_____
4. Does the publication occasionally embrace a general theme? 10_____

TOTAL POINTS (50) _____

Approach (75 points)

1. Does the publication meet its obligation to the school first, then seek additional material for stories? 20_____
2. Does the publication consider its audience by taking into account the community and its relationship to school events? 15_____
3. Does the publication consider the effects that national and international events leave on its readers? 10_____
4. Have writers approached stories with journalistic responsibility in delivery of subject matter? 10_____
5. Is analysis of the news used in addition to the usual content of a school publication? 10_____
6. Does the publication reflect unity and story individuality in its subject matter? 10_____

TOTAL POINTS (75) _____

Responsibility (30 points)

1. Are content and coverage the primary consideration of the publication regardless of its format? 15_____
2. Does the publication reflect service to its readers with responsible, accurate reporting? 10_____
3. Is the publication one in which student readers can usually find information which they do not already have? 5_____

TOTAL POINTS (30) _____

Communication (45 points)

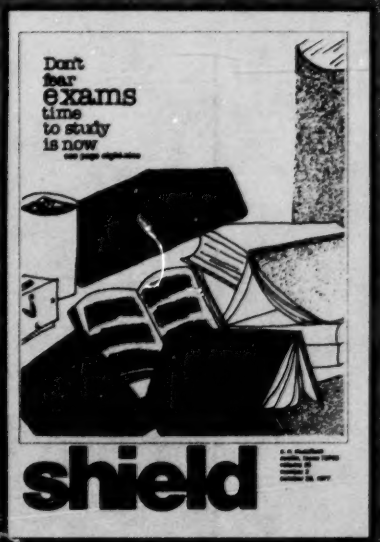
1. Does the publication appear to attract readers from its academic community? 10_____
2. Is experimentation indicated making communication attempts interesting in both readable content and design? 15_____
3. Does the completed publication reflect a personality without imitation? 10_____
4. Is the total package presented with attractive design and readability which is interesting to readers? 10_____

TOTAL POINTS (45) _____

SECTION POINTS — Content (250 Points)

YOUR SCORE _____

See Rating, Page 19

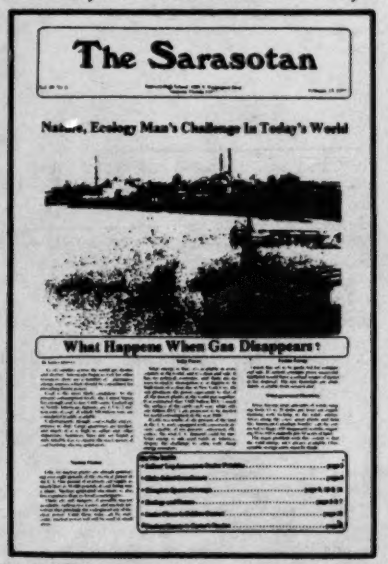


'Essentially, best-to-one is rule of thumb.'

graphs which are tightly cropped and used as special effects emerge as essential design elements. These must be superlative drawings or photographic works. Basic essentials of good technical quality — focus, composition and tone in photography and excellence in technique in art must be followed. The bleeding of pictures should be limited to an occasional special emphasis.

Covers Are Creative

In terms of elements, format deals with the shape, size, make-up and organization of the publication. But a newsmagazine is not merely a matter of format; its writing is distinctive, a compromise between the standard journalistic treatment of a subject



COVERS also include dominant illustration, a major story and the publication's table of contents.

and the narrative form of the magazine.

Essentially, "the best goes to the cover" is the rule of thumb. These should be attractive combinations of excellent, imaginative photography (or illustration) and text matter (and other type) which has been carefully coupled with layout and graphics. The cover should reflect creativity and imagination. It should definitely relate to the inside content (usually the major, in-depth material). The cover should contain the essential information found in a complete nameplate; publication's name, school's

(Continued on Page 24)

III. Writing/Editing

Basic Journalistic Principles/Editing (55 Points)

1. Is the style for the kind of article appropriate and used consistently? 5_____
2. Is reporter interjection into the story, even by implication, avoided? 5_____
3. Are paragraphs varied in length, but generally kept short and readable? 5_____
4. Is appropriate grammar used giving evidence of careful editing and/or copy reading? 10_____
5. Have cliches, redundant statements and other trite content been avoided? 10_____
6. Where possible, has the goal of objectivity prevailed? 5_____
7. Is complete identification given for people in stories? 5_____
8. Are label questions and other weak openers of stories avoided? 10_____
9. Do stories avoid beginning subsequent paragraphs with the same words? 5_____
10. Is proper attribution of and reference to persons used in stories used consistently? 5_____

TOTAL POINTS (65) _____

In-Depth Article Writing (30 Points)

1. Do topics reflect student thought and interests? Are some "light" topics mentioned? 5_____
2. Is there evidence of extensive, intensive, thorough investigation? 5_____
3. Are stories written to show all sides of the topic or issue? 5_____
4. Do stories reflect extensive interviewing rather than copying already published material? 10_____
5. Has a clarifying view of the topic with details to support the content, been presented by the writers? 5_____

TOTAL POINTS (30) _____

News Writing (70 Points)

1. Is the goal of objectivity dominant? 10_____
2. Are important elements stressed putting emphasis on informative, interesting content? 10_____
3. Does active voice dominate the writing? 5_____
4. Is order-of-decreasing-importance structure followed? 10_____
5. Is name of school or nickname omitted, generally? 5_____
6. Do leads emphasize those W's and H that underscore news story impact? 10_____
7. Are lead lines varied in grammatical construction using as few words as possible? 5_____
8. Has the future angle been stressed over older or "cold" news? 5_____
9. Do lead openers avoid cumbersome labels, dates, overuse of quotes or questions? 5_____
10. Are subsequent paragraphs edited to avoid the same word starting several of them? 5_____

TOTAL POINTS (70) _____

Feature Writing (35 Points)

1. Are stories focused on central ideas and limited to significant facts? 5_____
2. Are words carefully selected to add color and life to stories? 5_____
3. Is an interesting style developed for presenting the material? 5_____
4. Do stories avoid summaries of general circulation publications using first-hand reporting instead? 5_____
5. Do stories reflect a thorough acquaintance with interviewing techniques? 5_____
6. Do leads capture the reader's imagination and encourage further reading? 5_____
7. Are end-of-story summaries avoided? 5_____

TOTAL POINTS (35) _____

(Continued on Page 25)

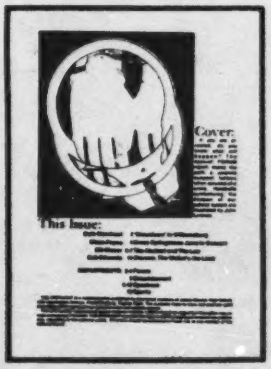
'. . . Folios should be used on each page.'

name (and complete address) and the date of the issue.

Rotate Stories

Other pages of the publication generally reflect departmentalization i.e., special, consistent positioning of standard content. The reader should, after initial issues, be able to locate the various departments easily because they appear in the same general part of the publication.

Inside pages shoud be carefully planned to maintain a balance of space depending on the importance or interest of the stories. When possible, rotation of lighter and serious stories is recommended to give pages variety.

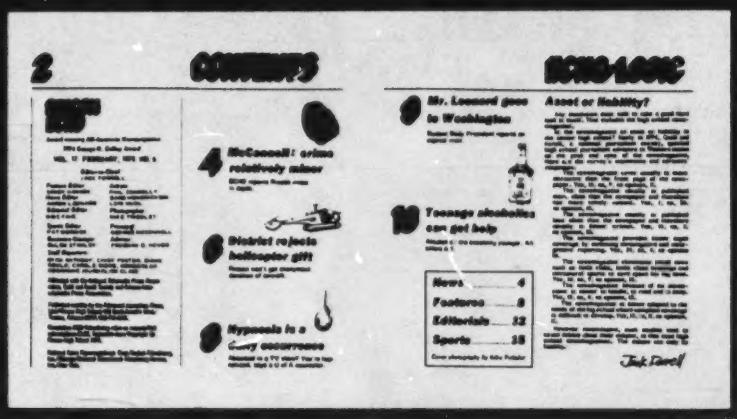


QUITE A LOT of information is positioned in a small space in this example of a contents, masthead and cover cutline.

If not used on the cover, a table of contents should appear early in the publication when the publication is more than four pages. Folios should be used on each page inside to guide the reader throughout the publication. The page's content (or department) can be used along with the date, page number and publication's name to form a "folio-tab."

If the newsmagazine contains advertisements, their placement on the editorial page is discouraged. Staffs are encouraged to avoid overuse of poor artwork, handlettering and fancy borders in designing advertisements. Advertisements should be as creative as the rest of the publication —

(Continued on Page 26)



STORY
8
a page of ads

Editorials
THE ANVIL
December 9, 1977
3

This store only sells one kind of jacket. . .
And one kind of shirt, and one kind of slacks, and one kind of shoes, and one kind of anything else you'll ever need in the way of clothes.
The right kind.
It's simple. If you're looking for clothes, you're looking for Bob's Campus Shop. We don't sell a second-rate
Bob's.
Only the best.

(Continued from Page 23)

Editorials/Opinion Writing (55 Points)

1. Is sufficient thought and research evident in editorials? 5_____
2. Does the writing style hold the reader's attention? 5_____
3. Do stories contain directness of approach? 5_____
4. Does the writing reflect intellectual broadness and good judgement? 5_____
5. Do writers include themselves in their audience thus avoiding preachiness? 5_____
6. Do survey or opinion polls include a summary of the findings, preferably in the lead paragraph? 5_____
7. Do reviews and columns reflect editorial comment which is incisive and pertinent? 5_____
8. Are non-staff contributions edited from the publication's style? 5_____
9. Do readers gain more information, analysis and relationship of facts than surface coverage through careful writing? 5_____
10. In general, is the emphasis on the "How" and "Why" approach to the subject matter? 10_____

TOTAL POINTS (55) _____

Sports Writing (50 points)

1. Does writing reflect reporter's thorough understanding of the topic? 5_____
2. Do leads place a higher premium on an angle which is interesting and important avoiding such labels as combinations of the sport's name, mascot's name or school's name? 10_____
3. Do stories appear to be technically correct? 5_____
4. Are stories lively enough to catch the attention of the casual or non-sports enthusiastic reader? 5_____
5. Is flowery and unsubstantiated material avoided? 5_____
6. Are sports columns used for opinion and interpretation? 5_____
7. Are sports stories written to include terms which most readers understand? 5_____
8. Has emphasis been placed on future and feature type of writing? 5_____
9. Are comments from coaches and players presented over opinion or routine information? 5_____

TOTAL POINTS (50) _____

Headlines/Cutlines (45 Points)

1. Do headlines highlight the story and attract the reader's attention? 5_____
2. Do headlines reflect rather than create information avoiding repetition of the lead openings or other headlines on the page? 5_____
3. Are headlines more than labels offering subject and verb structures? 5_____
4. Do headlines avoid overuse of school name, nickname, abbreviations and repetition of the same verbs? 5_____
5. Is the accepted journalistic practice of single quotation marks used consistently? 5_____
6. Do cutlines avoid stating the obvious, use challenging opening words, avoid labels and give enough information? 5_____
7. Do sports action picture cutlines identify all persons essential to the action — even opponents? 5_____
8. Are full names of people and exact position in the picture used (avoiding such expressions as "left to right," "pictured above," etc.)? 5_____
9. Are photo credits, if used, given to all photographs? 5_____

TOTAL POINTS (45) _____

SECTION POINTS — Writing/Editing (350 Points)

YOUR SCORE _____

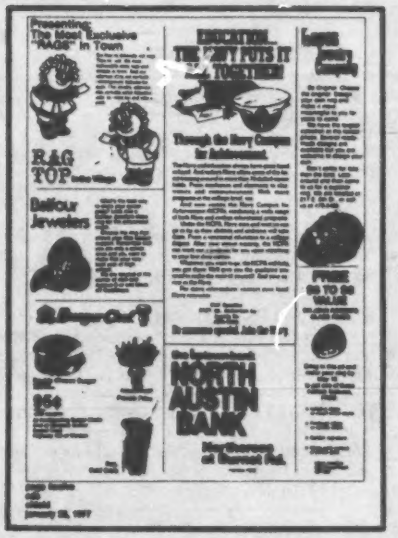
See Rating, Page 21

'Offer space for exchanging ideas, opinion.'

using special effects, typography, logos, photography and illustrations.

Position Ads Carefully

Pyramiding of advertisements should be avoided. In the newsmagazine concept, advertising should be positioned at the outside of the page, across the bottom of the page or filling a total page — usually in solid blocks. Only when it is absolutely necessary (as when all elements are not



ADVERTISING grouped on a single page is one style used today — in contrast to the idea all ads should be placed next to text.

equal in width) should any other alignment be considered.

A newsmagazine includes general news (usually in concise form). It emphasizes investigative reporting and longer articles which relate to the readers' interests.

Add to Content

Feature stories are those which explain or give the background. Personality sketches emphasize unusual accomplishments of interest rather than well-known facts. Stories reflecting student attitudes and habits add to the content.

Like their newspaper counterparts, newsmagazines offer space for an exchange of ideas through letters to the editor, opinion polls, guest and regular editorials.

(Continued on Page 28)

IV. Graphic Design

Typography (35 Points)

1. Does the publication use a single type family throughout every issue which helps to unify the magazine design? 5_____
2. Are specialized display faces used to reflect a mood or set the tone of a story in some featured articles? 10_____
3. Have "butted" or "tombstoned" headlines been omitted? 5_____
4. Do body copy and headline types not only advertise the content but invite the reader to actually participate? 5_____
5. Does the publication include effective use of varying column width and column placement, i.e., two columns over three or three columns over five, etc.? 5_____
6. Do headline type sizes vary? Are most large in size? 5_____

TOTAL POINTS (35) _____

White Space (15 Points)

1. Is white space used to encourage attractive designs and promote audience eye travel? 5_____
2. Does the publication exhibit a pleasing appearance and display a readability for the audience? 5_____
3. Is the reader's eye stimulated by a combination of large print, photography, consistent internal margins, content and white space? 5_____

TOTAL POINTS (15) _____

Photography (40 Points)

1. Does the use of photography reflect good content, composition and tonal quality? 5_____
2. Are photographs effectively cropped? 5_____
3. Is photography effective when used as a special effect? 5_____
4. Does the photography add to the personality of the publication by the use of larger more dominant or grouped pictures? 5_____
5. Has the use of posed pictures with stiff setups been discouraged in favor of action and mood? 5_____
6. Have photographs been positioned as far away from advertising as possible? 5_____
7. Are photographs generally sharp in detail? 5_____
8. Do all photographs have captions and photo credits? 5_____

TOTAL POINTS (40) _____

Illustrations (25 points)

1. Does the publication make the best possible use of special effects, drawings and graphic illustrations through the creation of mood and impressions? 5_____
2. Do visuals — irregular shapes, screens, reverses, overbums of type faces and ghosting serve to aid the attractiveness of the layout? 5_____
3. Do illustrations exhibit proper planning so as not to clutter the layout, confuse the audience or make the content unreadable? 5_____
4. Does art work add a third dimension with the use of shading and screening? 5_____
5. Is printer's type used (rather than hand lettering) for cutlines? 5_____

TOTAL POINTS (25) _____

(Continued on Page 29)

'Establish board to decide editorial policies.'

Staffs are cautioned that the newsmagazine must place a great deal of emphasis on viewpoint.

The staff's complete policy for opinionated writing (like letters to the editor) should be clearly indicated in an early issue. A statement in capsule form can appear in subsequent issues. The masthead is a logical location for this information.

Must Be Flexible

Sports stories should reflect an emphasis on future events. In-depth reporting, imaginative feature material and well-written sports columns, should be considered in planning sports pages.

The publication must be flexible enough to include special departments when such variety of subject matter (community, literary contributions, et al) will aid readership. Some staffs use a general theme for an occasional edition, devoting their pages to coverage of elections, homecoming, academics, fashion, etc.

Staffs must take into account that today's community is national and international in scope. Events which affect communities have their place in school publications, but the content and coverage should reflect information which readers do not already have.

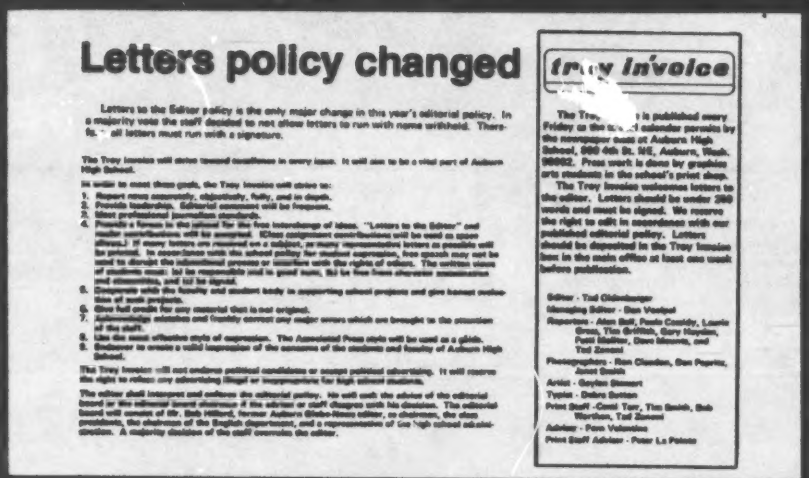
In communicating with its readership, the newsmagazine should experiment, yet keep its personality without imitation. The total publication should be so presented that the design and readability represent one unit.

Review Each Issue

Staffs are encouraged to establish an operative editorial board consisting of the editor-in-chief, editorial page editor and associate editors. This board should decide upon issues and editorial campaigns, write editorials and print the campaign intentions and editorial policies. It should continuously review the writing and content of all editorial material going into each issue.

Top-ranked newsmagazines are generally those which have developed intangible qualities of functional design and experimental graphics which give a "personality" to the completed publication.

Language and style, appropriate to the newsmagazine, are based on the same fundamentals listed in earlier sections of this scorebook. Variations from general newspaper writing appear in the scoring section.


Letters policy changed

Letters to the Editor policy is the only major change in this year's editorial policy. In a majority vote the staff decided to not allow letters to run with name withheld. Therefore, all letters must run with a signature.

The Troy Invoice will strive toward excellence in every issue. It will see to be a vital part of Auburn High School.

In order to meet these goals, the Troy Invoice will strive to:

1. Report news concretely, objectively, fully, and in depth.
2. Provide leadership. Editorial comment will be frequent.
3. Meet professional journalism standards.
4. Provide a forum in the school for the free interchange of ideas. "Letters to the Editor" and similar contributions will be accepted. (Class assignment contributions will be used as space allows.) If many letters are received on a subject, as many representative letters as possible will be printed. In accordance with the school policy for student expression, free speech may not be used to disrupt the educational process or interfere with the rights of others. The written views of students must, to be responsible and in good taste, be free from obscenity, accusations and innuendos, and not be signed.
5. Cooperate with the faculty and student body in supporting school projects and give honest evaluation of such projects.
6. Give full credit for any material that is not original.
7. Acknowledge mistakes and frankly correct any major errors which are brought to the attention of the staff.
8. Use the most effective style of expression. The Associated Press style will be used as a guide.
9. Endeavor to create a valid impression of the concerns of the students and faculty of Auburn High School.

The Troy Invoice will not endorse political candidates or accept political advertising. It will reserve the right to refuse any advertising illegal or inappropriate for high school students.

The editor shall interpret and enforce the editorial policy. He will seek the advice of the editorial board or the editorial board chairman if the adviser or staff disagrees with his decision. The editorial board will consist of Mr. Bob Hilliard, former Auburn Globe-News editor, as chairman, the chairmen of the English Department, and a representative of the high school administration. A majority decision of the staff overrules the editor.

Troy Invoice

The Troy Invoice is published every Friday as the school calendar permits by the newspaper class at Auburn High School, 500 4th St. NE, Auburn, Wash. 98002. Press work is done by graphics arts students in the school's print shop.

The Troy Invoice welcomes letters to the editor. Letters should be under 250 words and must be signed. We reserve the right to edit in accordance with our published editorial policy. Letters should be deposited in the Troy Invoice box in the main office at least one week before publication.

Editor - Ted Oldenburger
Managing Editor - Dan Vestad
Reporters - Allen Bell, Paula Cassidy, Laurie Cross, Tim Griffith, Gary Hayden, Patti Mather, Dave Merrick, and Ted Zennel
Photographers - Ron Clawson, Dan Pizarro, Janet Smith
Artist - Gaylen Stewart
Typist - Debra Sutton
Print Staff - Carol Tarr, Tim Smith, Bob Worthen, Ted Zennel
Adviser - Pam Valentine
Print Staff Adviser - Peter La Palme

SPORTS

A .500 Average

Sports Spot

Football

Girls' sports

Cross country

Winter

beak 'n eye

See pages 2-3

It is illegal to...

hitch a giraffe to a telephone pole

(Continued from Page 27)

Structural Patterns (35 points)

1. Are physical and editorial patterns formed which build personality, flexibility and departmentalization into the style of magazine approach? 10_____
2. Do design techniques combine with news content to yield patterns of copy and format conducive to reader interest? 10_____
3. Are pages designed as units for pleasing appearance? 10_____
4. When smaller articles are grouped together under a major headline do they have individual headlines? 5_____

TOTAL POINTS (35) _____

SECTION POINTS — Graphic Design (150 Points)

YOUR SCORE _____

See Rating, Page 21

V. Creativity —The Writing, Editing, Content and Design of Original Material (100 Points)

In this area of the scorebook, the judge will be asked to review the publication as a whole noting the factors which give it a unique character, personality, or individuality. Since the growth of the newsmagazine concept has been on being a personalized publication for the school of which it is a part, the Association does not dictate what should or should not be included herein. For some publications, the calendar of events is an essential item. For others the coverage of entertainment both at the school and in the community is an essential part of the publication. Whereas one newsmagazine will stress interpretive writing, another may stress consumer reports. Allowing for this flexibility, a total of 100 points have been designated in this scorebook. The judge reviewing this publication will be asked to make comments regarding the score given.

TOTAL POINTS _____

NOTE: Additional comments may appear on Page 35.

Community Newspaper Pages

Tenderfoot Times
Forest Service Closures Raise Vocal Controversy
Addresses Senior Seminar
Kogovsek Talks Voting
Students Are Preparing For Tour Next Week
Seasonal Activity Starts Wednesday

THE CRESSET
UPPER MARKLAND HIGH SCHOOL
Graduation Cost Soars
Administration Tries Cutting Hockey Ties
U.M. Exhibits Talent
Skiing Season Fever Strikes

BILLOWS

They Have Enviable, Unique Format Device

EDITORS NOTE – Rather than repeat the basic fundamentals for writing and editing which apply to all publications for which this booklet has been prepared, we refer the reader to pages 2-5. That information, coupled with what follows, constitutes a more complete criteria for production and evaluation of the page in the community newspaper.

Opening the pages of a community newspaper to the students of a school, puts the scholastic staff in a professional atmosphere with which the usual student journalist is unfamiliar (although the gathering, writing and editing is similar). The rules to be followed assume a more realistic nature than those expounded in the classroom. The members of such a staff are placed on their mettle since their work is read side by side with that of their professional colleagues.

Each newspaper has its own copy and deadline procedures that must be studied if an appropriate balance is to be effected between the student's section and that of the paper's regular professional staff. Basically, however, the same rules of journalistic style and technique apply. It is their adaptation to local needs that will be the major task of the adviser.

Work Is on View

The school page in the community paper provides a unique opportunity for students to place their work on public view. By the same token that work is rated, not by comparison with what other students in other schools may produce, but with the stories that appear elsewhere in the paper.

The horizons of the school are lifted to a considerable degree when its work and activities can be carried regularly to the community at large. The responsibility of both adviser and staff is increased by this prospect much more so than for the usual school publication.

The page in the community paper format size varies from as little amount as a half of a page as a contribution by the local publisher to as much as a double spread of tabloid size. Naturally, the regularity of appearance of the school's page in the local paper affects its preparation by student journalists. A more complete coverage of the school can be made by the staff which prepares weekly, for example, than bi-weekly or monthly.

Include Paper's Name

Information about the school's page should appear in a nameplate which should include the paper's name, the school's name and its address. If local conditions prohibit use of a nameplate, a staff box should include this essential information along with major staff positions and students' names who hold those posts.

Whether the school page includes advertisements, of course, depends upon the local publisher and the arrangements made with the school. In some instances, students will sell advertisements for their page; in other situations, the advertisements are controlled by the local paper and left over space on the page is donated to the school's content.

Although the paper carrying the page will acquaint the staff covering the school

Morton High Meets AFS Student, Wendy Force
Reader's Theater
Poster Pride
MHS halls filled with music from Madrigals
MHS Reporters Tell It Like it is on WTAZ
OPINION
Support the Posters

with its style and format, with the preparation of copy and the established deadlines, the school page should attempt to develop its own personality within these limits. The school's responsibility rests in presenting the coverage of its activities to its readers in accordance with the highest journalistic traditions. The policy of the community paper may not allow for complete coverage of certain activities, e.g., sports stories, and this policy must be respected.

For this reason, the bulk of the rating of a school page is devoted to that portion which is thought to be exclusively within the control of the staff.

In general, the same factors will be considered in rating the basic content and writing for the school page as those employed in judging student newspapers. Reference to the scoring items for the student newspapers and the text covering their intent, both of which appear in this scorebook, should be used to supplement the items listed in the scorebook.

Official Rating: _____

	Maximum Points	Your Score
Content/Coverage	350	_____
Writing/Editing	375	_____
Design/Display	275	_____
TOTALS	**1000**	_____

CONTENT / COVERAGE (350 Points)

General Plan

1. Is coverage balanced among different types of reporting and among all segments of the school population? 30_____
2. Is the coverage potential of the school developed effectively considering time limits between issues with a balance attempted between advanced and follow-up accounts of major events? 25_____
3. Is the content student-oriented, but not incomprehensible to a non-student reader or patron outside of the school? 20_____
4. Does the publication make effective use of in-depth and interpretive accounts where possible? 25_____
5. Have "glamor" activities been adequately reported, but not at the expense of other news? 15_____
6. Are personality profiles of students, faculty and others used? 20_____
7. Are personal narratives kept to a minimum? 20_____
8. Are columns and other stories containing boy-girl relationships omitted in favor of more positive personality coverage? 20_____
9. Are editorials dealing with a wide range of topics used to create a strong, responsible voice on current issues and topics? 30_____
10. Are opinions of persons other than the staff's included in polls, surveys, guest articles and letters-to-the-editor? 30_____
11. Are current films, records, literature and electronic media given responsible reviews in columns and articles? 25_____
12. Does the publication offer well-rounded balanced coverage of all sports according to seasonal importance and the policy of the publishing paper? 15_____
13. If used, do seasonal accounts stress future — rather than past coverage that is stale and grossly detailed? 10_____
14. Are intramurals and physical education classes covered? 15_____
15. Are sports columns kept to a moderate length and used for all opinionated, signed writing? 10_____
16. Are interviews, personality profiles and other material related to sports included in the sports coverage? 15_____

TOTAL POINTS 350 _____

SECTION POINTS — Content (350 Points)

YOUR SCORE _____

WRITING / EDITING (375 Points)

Sound Journalistic Principles/Editing

1. Is the style for the kind of article appropriate and used consistently? 25_____
2. Is reporter interjection into the story, even by implication, avoided? 10_____
3. Are paragraphs generally short and reasonable but varied in length indicating careful editing and copyreading? 20_____
4. Are proper verb tenses used consistently? 5_____
5. Are cliches, redundency and trite expressions generally avoided? 15_____
6. Are full names or initials for adults used consistently? 5_____
7. Is opinionated writing avoided or attributed properly? 10_____

TOTAL POINTS 90_____

News Stories

1. Is the goal of objectivity dominant with important elements stressed putting emphasis on informative, interesting content? 10_____

(Continued on Page 32)

Page in Community Paper
Writing/Editing

(Continued from Page 31)

2. Is order-of-decreasing-importance structure followed? 10
3. Is name of school or nickname omitted, generally? 5
4. Do leads emphasize major Five W's and the H as a key to news story impact? 5
5. Are leads concise, using as few words as possible? 10
6. Do lead openers avoid cumbersome labels, dates and overuse of quotes or questions? 10

TOTAL POINTS 50

In-Depth Stories

1. Do topics reflect student thought and interest? 10
2. Is there evidence of extensive, intensive and thorough investigation showing both sides of a topic? 5
3. Are the basics of good news and feature writing combined effectively with accuracy? 5
4. Are specific stories carefully outlined to cover specific areas of topics? 5
5. Do stories reflect original work with extensive interviewing rather than copying already published material? 5
6. Has a clarifying view of the topic been presented by the writers? 5

TOTAL POINTS 35

Feature Stories

1. Are stories focused on a central idea and limited to significant facts? 5
2. Are words selected carefully to add color and life to stories with an interesting style developed for presenting the material? 5
3. Do stories avoid summaries of general circulation publications by using first-hand reporting? 5
4. Do stories reflect knowledge of sound interviewing techniques? 5
5. Do leads capture reader's imagination and encourage further reading? 5
6. Do stories use quotations, where possible, to add interest? 5
7. Are colloquial expressions used appropriately? 5
8. Do columns show evidence of planning and maintain a high quality of writing? 5
9. Is variety indicated and is quality maintained in story ideas throughout? 5

TOTAL POINTS 45

Editorial/Opinion Stories

1. Is sufficient thought and research evident in editorials? 5
2. Does the writing style hold the reader's attention? 5
3. Do editorials contain a directness of approach? 5
4. Do editorials reflect intellectual breadth and good judgement? 5
5. Do editorials interpret, inform and explain by adapting school news to the needs and interests of the readers? 5
6. Do editorials campaign for (or suggest) constructive and progressive improvements in attitudes? 5
7. Do editorials avoid preaching, nagging (in style or content) and hackneyed treatment of topics? 5
8. Are editorials brief, concise and forceful? 5
9. Do columns and reviews reflect editorial comment which is incisive and pertinent? 5
10. Do opinion polls use timely topics; do leads summarize the findings? 5

TOTAL POINTS 50

Sports Stories

1. Does the writing reflect the reporter's thorough understanding of the topic? 5
2. Do leads place a higher premium on an angle which is interesting and important? 10
3. Do lead openers avoid label beginnings which combine team, school nickname, and/or sport name? 10
4. Do stories appear to be technically correct? 5
5. Are stories lively enough to catch the attention of the casual reader? 5
6. Is flowery language and unsubstantiated material avoided? 5
7. Are sports columns written to include terms which most readers understand? 5

TOTAL POINTS 50

Headlines: Cutlines

1. Do headlines highlight the story and attract the reader's attention to read the story? 5
2. Do headlines reflect rather than create information? 5
3. Are headlines more than mere labels? 5
4. Do headlines avoid use of school name, nickname, abbreviations and reptition of the same verbs? 5
5. Are headlines written to avoid splitting infintives and separating prepositions and verbs from their objects? 5
6. Is accepted journalistic practice of single (rather than double) quotation marks used consistently? 5
7. Do cutlines use challenging opening words, avoiding labels and names? Do cutlines avoid stating the obvious? 5
8. Do sports action picture cutlines identify all persons essential to the action? 5
9. Are full names of people and exact position in the photograph used consistently in cutlines? 5
10. Are trite expressions, like "left to right" and "pictured above" omitted from cutlines? 5

TOTAL POINTS 50

SECTION POINTS — Writing/Editing (375 Points)

YOUR SCORE _____

DESIGN / DISPLAY (275 Points)

General Design

1. Does design reflect the personality of the publication? 20_____
2. Does the design stimulate the reading of the entire publication? 15_____
3. Does the content of the page determine its make-up? 15_____
4. Are such ineffective practives as "butted" and "tombstoned" headlines avoided? 10_____
5. Does the design avoid "bunching" of display types? 5_____
6. Have longer stories been broken under two or three-column headlines to facilitate horizontal make-up? 5_____
7. Are varying column widths for straight matter used effectively? 5_____
8. Does the make-up of the page indicate the staff is aware of the importance of the reader's first impression? 10_____
9. Does the page create reader excitement? 10_____
10. Does the nameplate exert a dominance over the page without being overdecorative? 10_____
11. Is the nameplate "floated" at various levels in successive issues for significant and attractive results? 10_____
12. Does the lower half of the page have an attractive appearance? 5_____

TOTAL POINTS 120 _____

Typography

1. Is body type face and column width easy to read, especially in the longer article? 5_____
2. Are dull, gray areas of type dressed-up with subheads, all-cap lead-ins, bullets, bold face lead-ins, or other type variations? 5_____
3. Is headline type selected effectively as to length and position of the story? 5_____
4. Is upper and lower case or "down" style used consistently throughout the page? 10_____
5. Are kickers effectively used for one-line headlines? 5_____
6. Have staggered and centered headlines been avoided? 5_____
7. Are cutlines set in type face or variation from the straight matter? Do they use effective type variation for lead-ins? 10_____
8. Are all-capital letters or bold face names of publications or titles avoided? 10_____

Photography

1. Are all photographs cropped effectively to the picture's center of interest? 10_____
2. Are posed photographs kept to a minimum with emphasis on action, feature, and mood pictures? 10_____
3. Is tonal quality adequate for reproduction of photographs? 10_____
4. Are photographs clear and sharply detailed? 10_____
5. Do backgrounds vie for reader's attention? 5_____
6. Are photographs positioned in the make-up to face the copy, not off the page or into the wrong story? 10_____
7. Are snapshot montages, without complete identifications, generally avoided? 5_____
8. Is the volume of "mugs" and other "posed" pictures kept to a minimum number? 10_____
9. Is the size of photography varied throughout the issue? 5_____

TOTAL POINTS 75_____

General Appearance

(NOTE: Judges will be asked to evaluate the use of typography, graphics, boxed information, etc., as determined by information indicated on the entry form and general review of the page.

TOTAL POINTS 25_____

SECTION POINTS — Design/Display (275 Points)

YOUR SCORE _____

NOTE: Additional comments may appear on Page 35.

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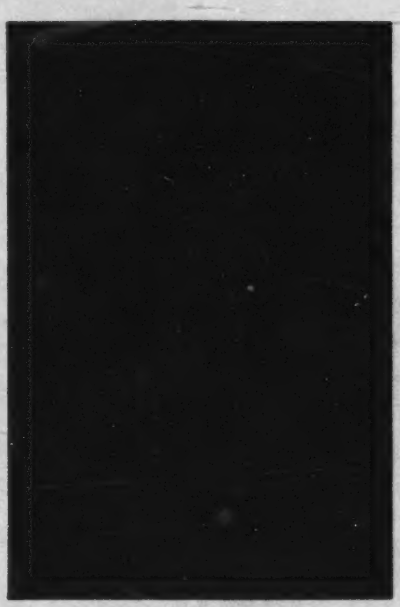

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Additional Comments

Publications Used As Examples In This Edition

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California, Santa Monica 90405; *The Samohi*, Santa Monica High School, 601 Pico Blvd.; Page 6.

Colorado, Englewood 80110; *The Union St. Journal*, Cherry Creek High School, 9300 E. Union Ave.; Pages 6 and 8; and Salida 81201; *Tenderfoot Times*, Salida High School, Box 70; Page 30.

Florida, Clearwater 33516; *Clearlight*, Clearwater High School, 540 S. Hercules Ave.; Page 20; Sarasota 33577; *The Sarasotan*, Sarasota High School, 1001 S. Washington Blvd.; and Seminole, 33542; *Hawk Talk*, Seminole High School, 8401 131st St. N.; Page 16.

Idaho, Boise 83705; *The Borah Senator*, Borah High School, 6001 Cassia; Pages 6 and 16.

Illinois, Chicago 60637; *U-High Midway*, University High School, 1362 E. 59th St.; Page 3; LaGrange 60525; *The Lion*, Lyons Township High School, 100 S. Brainard Ave.; Page 4; and Morton 61550; *Potter Pride*, Morton High School, 350 N. Illinois; Page 30.

Indiana, Griffith 46319; *Panther Press*, Griffith High School, 600 N. Wiggs St.; Page 10; Kokomo 46901; *The Husky Voice*, Haworth High School, 2501 S. Berkley Rd.; Pages 20 and 28.

Iowa, Davenport 52804; *Beak 'n Eye*, West High School, 3505 W. Locust; Page 28; Iowa City 52240; *West Side Story*, West High School, 2901 Melrose; Pages 18, 20, 24 and 28.

Michigan, Grosse Pointe 48236; *The Tower*, Grosse Pointe High School, 11 Grosse Pointe Blvd.; Pages 3 and 8.

Mississippi, Meridian 39301; *The Wildcat*, Meridian High School, 2320 31st St.; Page 4.

Missouri, Kirkwood 63122; *Kirkwood Call*, Kirkwood High School, 801 W. Essex; Page 3.

Nebraska, Omaha 68124; *Westside's Lance*, Westside High School, 8701 Pacific St.; Pages 8 and 16.

New Jersey, Ocean City 08250; *The Billows*, Ocean City High School, 500 Atlantic Ave.; Page 30.

Ohio, Columbus 43221; *Arlingtonian*, Upper Arlington High School, 1650 Ridgeview Rd.; Page 18.

Oregon, Portland 97219; *Statesman*, Woodrow Wilson High School, 1151 S.W. Vermont; Pages 4, 10 and 16.

Pennsylvania, Willow Grove 19090; *The Cresset*, Upper Moreland High School, Terwood Rd.; Page 30.

Tennessee, Harrison 37341; *The Central Digest*, Central High School, 5728 Highway 58; Page 6.

Texas, Austin 78756; *Shield*, A. N. McCallum High School, 5600 Sunshine; Pages 18, 22 and 26; Houston 77024; *The Anvil*, Memorial High School, 935 Echo Ln.; Pages 18, 24 and 26.

Virginia, Fredericksburg 22401; *The Spotlight*, James Monroe High School, 230 Washington Ave.; Pages 22, 24, 26 and 28; Roanoke 24014; *Scarlet Letter*, North Cross School, 4254 Colonial Ave.; Page 18.

Washington, Troy 98002; *Troy Invoice*, Auburn High School, 800 4th St. N.E.; Page 28.

Wyoming, Casper 82601; *Kelly Kall;* Kelly Walsh High School; Page 8.

How C.S.P.A. Rates Its Contest Entries

Publications are rated according to the classifications checked on the Entry Form which is forwarded with the issues when they are submitted for the annual contests. The entry form, when completed in full by the adviser gives the judge pertinent facts and details.

The classification of the entry is determined by the method of reproduction (printed or duplicated), the type of publication (newspaper, news-magazine or page in a community newspaper) and the type and/or the enrollment of the institution. This establishes the status of the entry with respect to others in the contest so that each is compared with schools of a similar nature.

The Self-Analysis Form on the back side of the Entry Form, asks for information as to income and expenditures, staff selection and organization, what material is produced by the students, activities, et cetera, to provide the Board of Judges with enough background for an understanding of that school that produces the publication and circumstances pertaining to its issuance.

Placings in the contest are awarded on the basis of numerical scores as follows:

First Place 850-1000
Second Place.....700-849
Third Place 500-699
Fourth Place ....below 500

"Medalist" ranking is granted to publications selected from the First Place ratings. This honor, the Association's highest ranking, is based on those intangible qualities which become evident to the judges which could be characterized as the "personality" of the entry.

While no specific score is attached to the Medalist ranking, it is seldom given to publications with less than top scores. Generally, not more than 10 per cent of the entries in a given classification receive this special distinction.

Previous standing in contests is not considered in judging the current issues. Each publication is judged on its own present merits. However, in the contest, each publication is compared with the others in its own particular classification and is rated according to its relative standing with reference to the other entires in its class.

Publications which show exceptional merit in selected items which comprise the overall production will be named for All-Columbian Honors. The purpose of this rating is to encourage work in selected fields and to call attention to worthy effort within the publications. No certificate is offered for this rating, but a listing appears in *The School Press Review* calling attention to publications granted this honor.

All-Columbian Honors are awarded for exceptional work in headlines, news stories, editorials, sports writing, features, typography, advertising, investigative reporting, general layout, photography and graphics use.

Announcement of the standings in the current contest are made at the annual convention of the C.S.P.A., held in mid-March in the City of New York. Certificates indicating the rating awarded — Medalist, First Place, Second Place, etc. — accompany the return of the scorebook to the staff.

This is a Workbook/Scorebook

Throughout its fifty years, C.S.P.A. has held to the premise that the decision of the board of Judges is the final voice in rankings.

Since the individual judge uses this scorebook for scoring and rating the publication, erasures and revisions of figures along with notations are understandable.

Interpretations contrary to the stated notes and figures are not the responsibility of the C.S.P.A. In the event of obvious mechanical or mathematical errors, ratings will be corrected.

Only when released by the C.S.P.A. is a rating to be considered official.

It is the intention of the Board of Judges to provide positive, constructive criticism. Space in this scorebook has been provided for making comments and suggestions.

The rating points have been established after a study of what constitutes the typical publication. If, for newspapers, local conditions make it impossible for the paper to include sports coverage or advertising and the restrictions have been noted on the entry form, the scores are adjusted. In the newspaper scoring, two plans are used — Plan A for publications with sports and Plan B for those without sports. — in the Content/Coverage and the Writing/Editing sections. If no advertisements appear, two plans appear in the Design/Display section.

The Self Analysis Form is consulted as the paper is being scored, and appropriate consideration is given to the information it contains. A complete form aids the Board of Judges in understanding local conditions, the staff's hypothesis and special problems encountered.

The C.S.P.A., in its 1925 prospectus, set the aims of the Association which serve as the criteria for the annual competition:

"This Association dedicates itself to the task of maintaining the amateur standing of the student publication; of opposing the efforts of those who would make it an object of exploitation and an instrument of propaganda; of presenting it as an educational project and institution; and of keeping it advocational in tone and the outgrowth of experiences of those who produce it and are served by it."

Acknowledgements

Material from previous editions of *Newspaper Fundamentals* has once again been revised for the current edition. The emphasis has been on keeping abreast with the trends which publications are taking as we close out the decade of the 1970's.

Professor James F. Paschal, chairman of the college-university division of the C.S.P.A. and editor of the Columbia Scholastic Press Advisers Association *Bulletin*, edited material submitted by advisers and the C.S.P.A. Board of Judges. He designed the format which was used and directed the publication through the dummy and proofing stages. Cover suggestions were made by Randy Stano, adviser of *The Shield*, A. N. McCallum High School, Austin, Texas.

Professor Paschal was assisted in the preparation of content by Stano; Ben Van Zante, adviser of *West Side Story*, West High School, Iowa City, Iowa; Ed Sullivan, associate C.S.P.A. director, Columbia University, New York; Joe Pfeiff, Washington High School, Vinton, Iowa; and Sister Ruth Marie Holtzbauer, P.B.V.M., Saint Mary's High School, Storm Lake, Iowa. Students preparing for teacher certification at The University of Oklahoma assisted with editorial changes. John M. Butler, executive director, collaborated with members of the Iowa High School Press Association in preparation of the newsmagazine and page in a community newspaper sections. C. E. Savedge, headmaster and publications adviser, Augusta Military Academy, Ft. Defiance, Virginia, assisted with the 1974 edition and subsequent revisions.

Trends outlined in *Springboard to Journalism* edited by the late Benjamin W. Allnutt, adviser of *The Tattler*, Bethesda-Chevy Chase High School, Bethesda, Maryland, have been used liberally. Reference is made throughout to the textbook which is published by the C.S.P.A.A.

To the many who have contributed in any way through the years, the thanks and appreciation of the Columbia Scholastic Press Association is hereby extended. A complete list of contributors through the seventh printing appears in the 1969 edition and additional names appear in the 1974 edition. With this, the combined number of copies of this useful book totals 58,500.

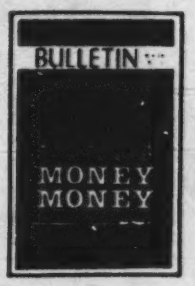
Any progress made in the school press field is the result of the work of many hands and many minds. No list — however carefully compiled — can do justice to each contributor or give credit to all whose interest is manifest in such a publication. We extend our thanks to those staffs of schools whose publications appear as illustrative examples of current practices in content and design.

C. R. O'Malley, Director
Columbia Scholastic Press Association

Other Services, Publications

C.S.P.A. Membership . . .

Entry into the annual contest and critique of the Columbia Scholastic Press Association by a school newspaper or newsmagazine makes that publication a C.S.P.A. member for one year. The staff receives a subscription to the Association's official magazine, *The School Press Review*, and at no additional cost. The adviser is given the option to joining the C.S.P.A.A. (see below). The staff is eligible for special discounts on the Association's many publications. To retain active membership status the publication needs to join each year.

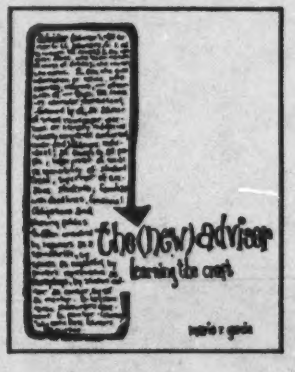


The Advisers Association

Advisers throughout the United States and in American schools around the world belong to the Columbia Scholastic Press Advisers Association. It is the largest organization of journalism teachers and publications advisers in the world. Membership in the C.S.P.A.A. automatically includes a year's subscription to that Association's quarterly journal, *The Bulletin*. Considered by far the best of its type, this exciting magazine contains helpful hints on advising, news of the Association and reviews of current literature. In addition, a newsletter is set to advisers four times annually. They are eligible for special discounts on C.S.P.A. publications (see below) and can attend special adviser sessions at conventions and conferences of both Associations.

Publications . . .

Throughout its fifty-plus years, the C.S.P.A. has led the school press field in fulfilling the needs of its members through such publications as its *Official Style Book*, Copyreaders/Proofreaders Card and other publications. The Advisers Association has published the highly successful *Springboard to Journalism* used throughout this scorebook as a model of basic fundamentals and trendsetting ideas. More recently, the C.S.P.A.A. has published *The (New) Adviser*, by Dr. Mario R. Garcia, Syracuse University, who is one of the nation's more sought-after speakers. Information about any of these publications and their cost to both members and non-members can be had by writing the C.S.P.A. at Box 11, Central Mail Room Columbia University, New York, N.Y. 10027.



About This Revision

CONSISTING of 5,000 copies, this revision of *Newspaper Fundamentals for School Publications* totals 36 pages plus cover. Type faces for headlines, text and scoring sections are variations of Palatino Roman. Main headings and the title type face is American Typewriter Bold Outline—a commercially prepared acetate rub-off type available at many art and graphic arts supply stores. Paper stock is 80# Matte Cover and 50# Regular offset. Composition, special effects, press work and binding were all completed by the Transcript Press, Norman, Oklahoma, under the supervision of Fred Wettengel, manager, and the publication's editor. Special mention is made of those University of Oklahoma students who assisted in the publication — Diane Matthews, Kathy Scherer, Maxine Cunningham, Susan West, Les Topp, Linda Fletcher, Linda Sexton, Lisa Southerland and G. Walker, who made editing suggestions; Ann Dee Parker, who typed the manuscript; Bill Young, who read both copy and proofs for style consistency; Beth Waters, who conceived the cover idea, and Mike Freed who did the artwork. A special thank you is extended to the high school students mentioned on Page 14. Their efforts have made the completed publication what it is and for this we show our appreciation herewith.

—Editor